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ABSTRACT Documents on the subject of American Indian education which have been indexed and abstracted in "Research In Education" through August 1969 have been compiled in this bibliography. One hundred and forty-eight publications are cited, all but 3 of which were published since 1960. The citations include a wide variety of resource materials (research and program reports, guides, books, etc.) which examine the cultural and socioeconomic problems and educational developments relative to American Indians. Abstracts follow each citation and descriptor terms are used to provide a subject area index for the bibliography. Pricing information and availability of documents are provided. (JH)

ED 030 780

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AMERICAN INDIAN EDUCATION
A SELECTED BIBLIOGRAPHY

Compiled by

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and

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August 1969

EDUCATIONAL RESOURCES INFORMATION CENTER
CLEARINGHOUSE ON RURAL EDUCATION AND SMALL SCHOOLS

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FOREWORD

Included in this bibliography are some of the latest research findings and newest developments in the education of American Indian children. All documents herein represented have been abstracted for publication in Research in Education (RIE), a monthly publication of the U.S. Office of Education since November 1966. The RIE abstracts follow each citation. This bibliography includes documents which have appeared in RIE through the August 1969 issue.

A subject index is included at the end of this bibliography to assist the user in locating citations pertaining to a given subject area. The index terms are identical to the descriptors under which the document was indexed in RIE.

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ED 002 810 MF - $1.50, HC - $18.75

INVESTIGATION OF MENTAL RETARDATION IN RELATION TO BILINGUAL AND SUBCULTURAL FACTORS.
McGrath, G. D. and others, Arizona State University, College of Education, Tempe, 1960, 373p.

The purpose of this study was to investigate the difference between the mental deficiency and pseudomental deficiency due to language, cultural, and socioeconomic limitations. The factors were studied by the method of repeated tests over a 3-year span in an adapted but relatively constant learning situation. Mental achievement, language tests, and sociological study of the children's environments were used as criteria. The subjects were 188 recent immigrant Mexican and Indian children in special classes for bilingual children. Mental retardation is apparent among some bilingual children but often is pseudo as the result of many factors, including socioeconomic attitudes, family background, and others. Typical school programs are not adequately designed to meet the needs or bring out the full potential of these bilingual children who have high mental abilities, as demonstrated by the fact that they have developed some facility with two languages. More studies are recommended and the necessity of continued work related to the field of bilingual children is made apparent throughout the study. (GC)

ED 002 828 MF - $1.25, HC - $15.45

THE ADJUSTMENT OF INDIAN AND NON-INDIAN CHILDREN IN THE PUBLIC SCHOOLS OF NEW MEXICO, SECTIONS 1-2.
Zintz, Miles V., University of New Mexico, College of Education, Albuquerque, 1960, 307p.

The purpose of this study was to find the best means for facilitating the adjustment of Indians and non-Indians in the public elementary schools taking into consideration differences in culture, value systems, language, motivations, and behavior. A basic statement of definition and explanation of cultural differences was prepared for teacher use based on an interdisciplinary approach to the problem (educational, sociological, anthropological, and psychological). Pilot schools where integration is occurring were selected as the experimental group for descriptive study. The teachers in these schools were assisted in relating the defined cultural differences to their classroom procedures. School situations were described in terms of teacher methodology, teacher-pupil behavior, parent participation, and measures on the subjects, including sociometric studies, standard reading tests, and measures of oral language communication in English. The control group was drawn from other Indian and non-Indian classroom situations, Indian classrooms supervised by the Indian Service, and public school classrooms enrolling no Indian children. An extreme amount of educational retardation existed. Lack of teacher understanding of the cultures of the children they teach, reading retardation, difficulties in understanding English as a second language, and problems in teaching science and arithmetic were emphasized. Recommendations were made for further studies of cultural differences, bilingual problems, and remedial education. (GC)

ED 002 956 MF - $1.75, HC - $21.20

ALASKAN NATIVE SECONDARY SCHOOL DROPOUTS.
Ray, Charles K. and others, University of Alaska, College, 1962, 422p.

Determinations were made of the dropout rate among native Alaskan high school students and the various reasons for failure to finish school. The study sample was drawn from nine Alaskan high schools with over one-half native student enrollees. Natives were defined as persons being one-fourth or more Eskimo, Indian, or Aleut. Approximately 1,200 students identified as dropouts from school files for the period 1950-60 were sent information questionnaires, and when these were completed a smaller, representative sample was interviewed to document all responses. Data were also obtained from various school personnel, parents of dropouts, and community residents. Findings showed that only about 35 percent of all high school age youth were actually in secondary school. The remainder either left school or had been retained in lower grades. In general, the dropout was found to be malcontent, unemployed, and lacking direction, and he believed his original decision to leave school was unfortunate. The desire for additional education was apparent, especially in the area of vocational skills. Difficulties in adjusting to life in school, personal feelings of hopelessness, and a lack of individual encouragement and self-motivation were cited as major reasons for leaving school before graduation. To ameliorate these conditions, further research was recommended in several areas, including: (1) curriculum enrichment, (2) educational facilities improvement, (3) programs for out-of-school youth and young adults, (4) selective teacher projects, and (5) community-school relationships. Questionnaire forms for this study are available in volume 2 (ED 002 996). (JH)

ED 002 995 MF - $1.25, HC - $16.00

HIGHER EDUCATION OF SOUTHWESTERN INDIANS WITH REFERENCE TO SUCCESS AND FAILURE.
McGrath, G. D. and others, Arizona State University, College of Education, Tempe, 1962, 318p.

Reported here are evaluative findings of factors contributing to the success or failure of higher education for Southwestern Indians. Data previously collected by government agencies, Indian tribes, and others were collected and organized for analysis. Interviews and questionnaires were then used to obtain data from 43 higher education institutions and from leaders of 37 tribes. Indians enrolled during the 1958 period were also contacted. Methods used to award Indian scholarships were cataloged for comparison with indicated reliable predictors of Indian academic success. A control group of 50 non-Indian college students was used. Analysis consisted primarily of determining frequency counts of categorized responses on data collection instruments included in a supplemental report (ED 002 996). Pearson product-moment correlations were used to determine degrees of relationship between 69 prediction variables and grade point averages. A literature search indicated that little comprehensive research has been performed in the field of Indian education. Only five cases of funded research in various stages of completion were discovered. Only 15 colleges reported courses in Indian education. Of these, 12 were offered at Arizona State University. Frequencies of numerous factors related to Indian student success or failure are reported with 23 separate conclusions. 52 references are included in the bibliography. Recommendations for scholarship-granting agencies and Indian tribal leaders are presented along with recommendations for elementary and high schools, colleges, and universities with large Indian enrollments. (WN)

ED 002 996 MF - $0.75, HC - $6.90

HIGHER EDUCATION OF SOUTHWESTERN INDIANS WITH REFERENCE TO SUCCESS AND FAILURE--SUPPLEMENT.
McGrath, G. D., Arizona State University, College of Education, Tempe, 1962, 136p.

Reported here are various questionnaires, forms, and structured interview materials useful as a supplement to ED 002 995. The material was used to collect data for a study of the higher education of Southwestern United States Indians. Instructions for administering each device are included. (WN)

ED 003 853 MF - $0.50, HC - $3.55

DROPOUT OF AMERICAN INDIANS AT THE SECONDARY LEVEL.
Wax, Rosalie H. and Wax, Murray L., Emory University, Atlanta, Georgia, 1964, 69p.

A case study of high school dropouts investigated the Oglala Sioux community. Data gathered from a previous study were combined with semistructured interview and observation data. Information was gathered on social systems of the classrooms, schools, community, parents, teachers, and pupils. Relatively complete data were obtained for 153 Sioux young people between the ages of 13 and 21. Included in these were 29 dropouts. The results indicated that dropout was highly correlated with extreme poverty. The personality, intelligence, and general attitude toward school of the dropouts did not differ from those who remained in school. (RS)

ED 010 352 MF - $0.75, HC - $7.85

LANGUAGES OF THE WORLD--NATIVE AMERICA FASCICLE ONE.
Voegelin, C. F. and Voegelin, Florence M., Indiana University, Bloomington, 1964, 155p.

The native languages and dialects of the "New World" are discussed. Provided are comprehensive listings and descriptions of the languages of American Indians north of Mexico and of those aboriginal to Latin American. (JK)

ED 010 748 MF - $0.25, HC - $1.15

ENGLISH AS A SECOND LANGUAGE AND A TECHNIQUE FOR TEACHING SCIENCE.
Smith, Philip D. and Marean, John H., Nevada State Department of Education, Carson City, 1966, 21p.

The document contains two speeches--one on teaching English to Indian students and the other on a technique for teaching science. The first discussed the phonology of the English language, learning theories, vocabulary development, and Indian students' language fluency. The second discussed vocabulary problems involved with teaching science to Indian students, and suggests an untested method for teaching them science. This presentation was delivered to the annual seminar "Problems in Indian Education" (2nd, University of Nevada, July 16-17, 1964). (CL)

ED 010 749 MF - $0.25, HC - $0.45

THE PROBLEM OF AIDING TODAY'S INDIAN TEEN AGE STUDENT TO BE PREPARED FOR TOMORROW.
Poehlman, C. H., and others, Nevada State Department of Education, Carson City, 1964, 7p.

This paper discusses problems involved with teaching Indian students in public schools. These problems arise from the students' limited use of the English language and from the differences between each of the Indian cultures, as well as between Indian cultures and the American culture. Methods for teaching these students are also suggested. (CL)

ED 010 750 MF - $0.25, HC - $1.05

SUGGESTED TECHNIQUES IN GUIDANCE AND COUNSELING WITH INDIAN YOUTH AND ADULTS.
Poehlman, C. H. and others, Nevada State Department of Education, Carson City, 1966, 19p.

This document suggests concepts to use in counseling Indian youth and adults, and recommends ways to utilize those concepts. Cultural differences, language differences, and early childhood socialization are discussed. Emphasis is placed on helping the Indian to understand the American culture and guiding him toward a vocation. (CL)

ED 010 751 MF - $0.25, HC - $1.55

INDIAN INTEGRATION IN NEVADA PUBLIC SCHOOLS.
Haglund, E. A., Nevada State Department of Education, Carson City, 1966, 29p.

This document discusses the problem of desegregation in the Nevada public schools. Historically, the Indian was not able to participate in the encroaching culture of the white man and little attempt was made to enculturate him. He became an object of subjugation and exploitation. As late as 1930, the Indian did not have the capacity or the need to be educated with white children, which justified segregated schools. The author points out that it is now realized all people have equal, innate educational potential. Thus, in the 1940's, Nevada began a program to integrate the Indian children into the public schools. Today, only one state-supported Indian school remains, which serves the special educational needs of Indians from a five-state area. (JH)

ED 010 834 MF - $0.50, HC - $6.45

SOCIO-ECONOMIC VARIABLES IN THE ACCULTURATION PROCESS--A PILOT STUDY OF TWO WASHO INDIAN COMMUNITIES. FINAL REPORT.
Simirenko, Alex, University of Nevada, Reno,
1966, 127p.

To examine the impact of public education on acculturation, this pilot study attempted to determine if there was a significant difference in extent of education between those Washo Indians who were acculturated and those who were not. When it was found that the educational level of two tentatively selected groups was not significantly different, an attempt was made to locate factors other than education which influence the acculturation of minority members. Two questionnaires were developed to obtain socioeconomic and educational information. They were presented to both an acculturated group of Washo Indians (newly selected) and the nonacculturated group considered previously. While it was easily determined that the educational level did not vary significantly between groups, conclusions remained tentative. Further research was recommended. One of these conclusions was that communal pressures, both from inside and outside, operate to either inhibit or accelerate the acculturation of minorities. (GD)

ED 010 965 MF - $0.25, HC - $0.60

FEDERAL INDIAN POLICY AS IT AFFECTS LOCAL INDIAN AFFAIRS.
McKinley, Francis, 1964, 10p.

This document is an address which discusses the problems related to Indian education and several programs which attempt to overcome these problems. The problems presented include the Indian's extreme poverty, his low aspiration level, his self-image, Indian acculturation, and social discrimination against the Indian. The programs discussed are: a Ute experiment of placing the students in public schools, a program putting the Tribal Council through a leadership training course, and a youth camp experiment that exposed Indian children to social experiences, recreation, hobbies, science projects, and music programs. Two other programs mentioned are training Indian children for leadership, and education adapted to Indian children's needs. This address was given at the annual meeting of the Indian Rights Association (81st, Arizona State University, May 12, 1964). (JH)

ED 010 966 MF - $0.25, HC - $0.65

TOWARD A BETTER UNDERSTANDING OF THE INDIAN AMERICAN.
Pratt, Wayne T., 1961, 11p.

This document states that between 1952 and 1961 approximately 50,000 reservation Indians were assisted by the Bureau of Indian Affairs to relocate in many of the larger metropolitan areas of the United States. Their success in city life has been largely dependent upon satisfactory adjustment to the local urban community life so foreign to them. The author points out that better understanding of the Indian American is needed to assist these people in making the adjustment. He discusses the Indian contributions to American Life, their present needs, their cultural, behavioral, and language patterns, and their major cultural concepts in comparison with Western culture. The author concludes that organized government can help Indian people relocate, but the key factor in the final process of successful adjustment and full participation in the life of the community is the responsibility of the members of the community. These members need to have a better understanding of the problems of the Indian American. This paper is an extension of remarks given at the NAIRO Conference (San Francisco, November 9, 1961). (RB)

ED 011 053 MF - $1.75, HC - $20.80

A STUDY OF METHOD IN LANGUAGE-AND-CULTURE RESEARCH. FINAL REPORT.
Mathiot, Madeleine, Los Angeles, California, 1966, 414p.

A structural approach to the cognitive analysis of language was presented in this research on the language and culture of the Papago Indians of Arizona. In this study, the cognitive patterns of a language were called "Themes of the Language" and the cognitive patterns of nonverbal culture were called "Themes of the Culture." Both kinds of themes were considered to be few in number and patterned. The hypothesis of the study was that the theme structure of the language is separate from the theme structure of the culture but is related in varying degrees. This hypothesis is different from the Sapir-Whorf hypothesis that the cognitive domain of language is directly related to culture and thus influences cultural behavior. This cognitive study of the Papago linguistic system stressed the importance of operationally defined conceptual tools and adherence to an established sequence of analytic steps. This approach to the cognitive analysis of language yielded three types of results, namely, (1) analytically derived contents, (2) suggested themes, and (3) a suggestion regarding the relations that make up the theme structure. The results were judged by a criterion of logical reliability, and it was concluded that the three results met the criterion in varying degrees. (GD)

ED 011 214 MF - $0.25, HC - $2.90

SUCCESSFUL TEACHER PRACTICES IN THE TEACHING OF INDIAN YOUNGSTERS.
Bernardoni, Louis C. and others, Arizona State Department of Public Instruction, Phoenix, 1961, 56p.

The Arizona Coordinating Council for Research in Indian Education requested that teachers summarize particular techniques, aids, and units effective with Indian children. This document is a compilation of those summaries. Techniques presented include developing primary grade creative writing, creating reading atmosphere and motivation, teaching vowel sounds through music, story telling and dramatization, learning to speak English, learning poetry, using the library in supplemental reading, and phonics. Other techniques offered include those for developing motivation for word problems, building sight recognition of numbers and colors, developing science vocabulary, teaching non-English-speaking children, correlating art in the curriculum, developing in arts and crafts, and teaching geography. Helpful ideas are presented for first-grade Navahos, including aids for enrichment, aids for arithmetic, sand painting, field trips, and a number of general teacher aids, special units on sanitation, baby animals, language through geography, cattle, and total school adjustment to the first grades; plus a beginner's day program and an inter- intra-mural program are also included. (RB)

ED 011 219 MF - $0.50, HC - $4.80

KNOW YOUR NEVADA INDIANS.
Poehlman, C. H. and others, Nevada State Department of Education, Carson City, 1966, 94p.

This publication presents the results of a study of the sociocultural backgrounds of the Paiute, Washoe, and Shoshone Indians of Nevada. Included are an outline of general problems pertaining to Indian education, some distinct cultural differences between the dominant non-Indian society and the Indian society, and the prehistoric aspects of the desert culture in the Great Basin, Nevada Indians are discussed with respect to home and family, religion, economy, education, health, law, and government. Maps, tables, and charts summarize information about Nevada Indian tribes, population distribution, archaeological sites and regions, Indian tribal divisions of western North America, causes of death among Nevada Indians, and Indian reservations in Nevada. The document also includes a bibliography. (RB)

ED 011 467 MF - $0.50, HC - $5.15

INDIANS OF SOUTH DAKOTA.
Artichoker, John Jr., South Dakota State Department of Public Instruction, Pierre, 1956, 101p.

Using a question and answer format, this document attempts to explain many facets of the problems facing the South Dakota Indians, particularly those Sioux Indians who have retained their customs and culture whether living on or off the reservations. A brief history of the Dacotah Indians and their eventual restriction to reservations provides the background for the Indian problem. The document states that while state and Federal government agencies have been created with the responsibility for working toward a solution of the Indian problem, and tribal governments on the reservations provide for self-government as a means of improving the situation, the main problems which confront the Indian are still the lack of adequate educational and employment opportunities. (DD)

ED 011 475 MF - $0.25, HC - $0.90

CLOSING THE GAP IN INDIAN EDUCATION.
Sizemore, Mamie, Arizona State Department of
Public Instruction, Phoenix, 1967, 16p.

This document was prepared as a report to the National Advisory Commission on Rural Poverty. A description of Indian education for the year 1965 is included with statistical analysis of such factors as population and the use of Federal funding in the state of Arizona. The nature of the Arizona Indian education problem is defined and is seen in the context of cultural factors in social adjustment. Various illustrations of potential cultural differences are included. Twelve factors for closing the educational gap of the Indians are presented. (JM)

ED 011 662 MF - $0.25, HC - $2.10

A BIBLIOGRAPHY OF THE UTO-AZTECAN LANGUAGES.
Grimes, J. Larry, 1966, 40p.

This bibliography, consisting principally of works printed in English and Spanish, includes documents from as early as 1732 and up to 1965. General sections cover classification, comparative works, bibliographies, and general works. More specific sections deal with various aspects of the Sonoran, Shoshone, and Aztecan families, and those languages (Hopi, Tewa, and Coca) for which the precise classification is undetermined. (NC)

ED 011 726 MF - $0.25, HC - $2.30

AN INTERDISCIPLINARY APPROACH IN THE IDENTIFICATION
OF MENTALLY RETARDED INDIAN CHILDREN. PILOT STUDY.
Bureau of Indian Affairs, Washington, D.C., 1965,
44p.

A 1-year pilot study screened 1,200 Navajo Indian children enrolled in Indian boarding schools of San Juan and Shiprock, New Mexico. A teacher referral form used for initial screening located 56 children between the ages of 7 and 14. Individual behavior profiles were prepared from psychological and medical evaluations and social histories. Thirty-five children were judged to be educable mentally retarded, and 15 children who had other handicapping conditions not related to mental retardation were referred to other agencies. Three children who were diagnosed as being severely retarded, brain injured, and emotionally disturbed were referred to a residential hospital. The remaining three were considered normal children and inappropriate referrals. Plans were made for four special classes of 10 children each to begin in September 1965. Teachers were to receive special training. Recommendations based on the study are made. An appendix contains the teacher referral form, social history outline, staff directory, Stanford Achievement Test data, estimated cost of study, and the diagnostic summary and instructional classification for two of the children. (JA)

ED 011 787 MF - $0.25, HC - $0.45

INDIAN PARTICIPATION IN COMMUNITY DEVELOPMENT PROGRAMS.
Hinckley, Edward C., 7p.

The author discusses the effect that differing cultures and behavior patterns within a community have on community development. He states that community leaders must understand these cultural differences in order to elicit participation and cooperation from both Indian and non-Indian residents. The author illustrates the points he makes by actual examples from the Phoenix Area Public Health Service. (CL)

ED 011 804 MF - $0.25, HC - $2.55

AN INTERDISCIPLINARY APPROACH IN THE IDENTIFICATION OF MENTALLY RETARDED INDIAN CHILDREN. ADDENDUM.
Bureau of Indian Affairs, Washington, D.C., 1966, 49p.

A pilot project in which 47 mentally handicapped Navajo children were enrolled in special classes at the Teec Nos Pos Boarding School in Teec Nos Pos, Arizona, is described. These children were selected from the San Juan and Shiprock Boarding Schools by use of a teacher referral form. The project was divided into five phases: (1) screening of children to determine those who were mentally retarded, (2) preparing individual behavioral profiles on each of the selected children, (3) medical and paramedical examining of the referral group, (4) staffing these children to determine the nature of handicapping conditions, and (5) teacher and supervision, special class organizing, and the instructional program. Particular emphasis is given to description of the use and results of psychological tests used in the project. A discussion of teaching English as a second language to Navajo children is included in an attached appendix. (ES)

ED 012 188 MF - $0.75, HC - $7.15

DEVELOPING CURRICULUM FOR INDIAN CHILDREN.
Potts, Alfred M., 2d and Sizemore, Mamie, Adams
State College, Alamosa, Colorado, 1964, 141p.

This workshop report was prepared as a guide for teachers of Indian children in the Four Corners area of Arizona, Colorado, New Mexico, and Utah. A brief description is given of the history and development, up to their present status, of Ute Mountain Utes, Southern Utes, Jicarilla Apaches, Pueblo Indians of New Mexico, and Navajos. The stated purposes are to provide teachers with insights into problems of educating these children and to provide knowledge of their different cultural backgrounds, learning and behavior problems, and values. Problems inherent in their cultural translation are discussed to indicate areas of needed understanding, foremost among which is developing the ability to communicate effectively in English, several methods for teaching English are described, both for beginners and the upper-grade students. Short sections discuss methods of teaching social studies, arithmetic, and science. Problems of intelligence and achievement testing are discussed. The publication emphasizes that these children should be tested only when a definite purpose is to be served and then with great care, since most standardized tests do not indicate accurately the capabilities of Indian children. Many bibliographies, references, and teaching aids are given. This document is also available from the center for cultural studies, Adams State College, Alamosa, Colorado 81101. (DD)

ED 012 193 MF - $0.50, HC - $4.15

COLORADO INDIAN EDUCATION WORKSHOP PAPERS.
Sizemore, Mamie and others, Adams State College,
Alamosa, Colorado, 1964, 81p.

This document is a collection of articles written by members of the Colorado Indian Education Workshop. The articles are concerned with the problems of social, cultural, moral, emotional, and intellectual development of bilingual-bicultural children, as a meaningful curriculum is developed to correlate with their social and cultural environment. The children cited in the articles are: Navajo, Apache, Pueblo, Comanche, Ute, Eskimo, and Spanish-American. (JH)

ED 012 631 MF - $0.75, HC - $8.35

ANNUAL CONFERENCE OF THE CO-ORDINATING COUNCIL FOR RESEARCH IN INDIAN EDUCATION (APRIL 12-13, 1962).
Bernardoni, Louis C. and others, Arizona State Department of Public Instruction, Phoenix, 1962, 165p.

This compilation of 18 papers presented at the conference discusses four general areas of Indian education. These areas are: (1) health, including physical health, medical services, health research, and problems of tattooing among Indians, (2) attitudes, including social, family, parent, and student attitudes, as well as the value of guidance programs, foster families, cultural background, dormitory schools, and environmental influences in relation to the student's attitude toward education, (3) English, including the sounds of the Indian languages contrasted to those of the English language, the difficulties which arise in teaching English to non-English-speaking children, and students' abilities to speak English compared to their abilities to read English, and (4) employment, including pointing out the problems due to poor job qualifications and locations, and the results of legislation on the resolution of those problems. (FS)

ED 012 669 MF - $0.50, HC - $3.50

DISABLED NAVAJO INDIANS AND REHABILITATION--AN ANTHROPOLOGICAL OVERVIEW.
Kelly, Roger E., Northern Arizona University, Flagstaff, 1967, 68p.

The Navajo rehabilitation project studied the reactions of the Navajo to illnesses and disabilities. The purposes of this report were (1) to provide certain facts and viewpoints for rehabilitation project workers, (2) to provide summations of typical case histories, (3) to suggest avenues of future research, (4) to illustrate that cooperative effort can bring success in the solution of disability problems, and (5) to assemble a preliminary synthesis for future research. Data were collected from case files of the Navajo rehabilitation project, observations and notes of the staff, communications with anthropologists, and publicized studies. The study concluded that (1) disabled Navajo individuals have been negatively valued, since such persons are the opposite of the ideal, highly-valued notion of the Navájo self-image, (2) a more positive attitude is emerging due to changes in the disabled individual's economic role, (3) there is a culturally significant hierarchy of disability, severity, and resultant ceremonial connotations, and (4) some attitudes toward the Navajo disabled are not too different from Anglo attitudes. Case studies, recommendations for future research, and appendixes are presented. (SF)

ED 012 930 MF - $0.75, HC - $6.85

COOPERATIVE PROGRAM FOR REHABILITATION OF THE DISABLED INDIAN. NAVAJO REHABILITATION PROJECT. FINAL REPORT.
Henderson, Norman B. and others, Northern Arizona University, Flagstaff, 1967, 135p.

This project (1) developed and evaluated rehabilitation techniques and procedures, (2) demonstrated procedures for coordinating and involving agencies, and (3) researched data in vocationally rehabilitating disabled Navajos. Of 258 disabled Navajos, 118 completed enough of the program to be included in the evaluation. They were housed and dined on the Northern Arizona University campus. Social and placement services were provided. English as a second language and a traditional culture differing from Western European limited the validity of the psychological tests given. The project was generally effective. Of the 118 evaluated clients, 92 were placed in training or on jobs. If disabled Navajos are to be recruited for rehabilitation and remain in the program, much individual contact is needed with the prospective client, his family, and referral sources. Recommendations for future cross-cultural demonstration projects are included. (SK)

ED 013 123 NOT AVAILABLE FROM EDRS

EDUCATION OF THE AMERICAN INDIAN IN TODAY'S WORLD, AN INTERDISCIPLINARY APPROACH FOR TEACHERS AND ADMINISTRATORS.
Greenburg, Norman C. and Greenberg, Gilda M., 1964, 68p.

A concise, interdisciplinary overview of American Indian Education is presented, including an historical background, a presentation of their cultural practices and value systems, a brief explanation of Southwestern Indian speech sounds, a description of the education of Indians, an example of Indian education among the Navajos, and a selected list of resource materials on Indians and Indian education. The authors state that a knowledge of Indian environment, values, and customs is needed to provide effective Indian education and that an education program for Indian adults is an absolute necessity. This document is available from William C. Brown Book Company, 135 South Locust Street, Dubuque, Iowa, 52003. (RB)

ED 013 124 NOT AVAILABLE FROM EDRS

AMERICAN INDIAN EDUCATION AS A CULTURAL TRANSACTION.
Wax, Murray, 1963.

Education programs for the American Indian have undergone much turmoil and change. During the period of the early settlement of this continent, some tribes founded schools. The Cherokee schools are cited as an outstanding example. As Indians were forced to surrender most of their political independence and were relegated to reservation, their control over formal education was lost. Their education became an example of cross cultural education in that educators of one culture taught pupils of another. Four areas of Indian educational problems are considered: (1) supposed technical inadequacy of the school system, (2) ability of the Indian child to master the educational tasks, (3) negative parental attitudes toward a school system that inculcates alien values, and (4) career ignorance on the part of the Indian. This article appeared in Teachers College Record, Vol. 65, No. 8, May 1963. (SF)

ED 013 132 MF - $0.25, HC - $1.60

INDIAN EDUCATION, STATE OF SOUTH DAKOTA, JOHNSON O'MALLEY PROGRAM, FISCAL 1966. FINAL REPORT.
Wade, Jon C., South Dakota State Department of Public Instruction, Pierre, 1966, 30p.

This document presents the fiscal report and information related to South Dakota's participation in the Johnson O'Malley program, 1966. Charts relating the financial breakdown of expenditures, income, enrollment, average daily attendance, and the number of 8th grade and 12th grade graduates of the forty-three school districts are presented.

Costs and outlines of special agreements, such as state school operation and transportation, are presented. A complete analysis is made of the taxes levied for the general fund, bond redemption fund, capital outlay fund, county elementary school, equalization fund, high school tuition fund, general property tax fund, and agricultural land tax fund. A resume of all the Title I programs includes the name of the school district, the size of the maximum and approved grants, and a summary of each program. The document concludes by presenting the names, addresses, and college name and class of all the South Dakota Indian scholarship recipients for the school year 1965-66. (JH)

ED 013 135 MF - $0.25, HC - $0.80

QUESTIONS REGARDING AMERICAN INDIAN CRIMINALITY.
Stewart, Omer C., 1961, 14p.

For the purpose of this document, American Indian means a social-legal group. The statistics were obtained from Federal, state, and local government sources. In 1960, these were over 70,000 Indian arrests out of four million arrests reported to the F.B.I. The per capita American Indian criminality is nearly seven times the national average, nearly three times that of Negroes and nearly eight times that of whites. Over seventy percent of the Indian arrests were attributed to drunkenness, which is nearly twelve times the national average, nearly five times that of Negroes, and nearly thirteen times that of orientals (Chinese and Japanese). Arrests for all suspected crimes in the United States were four times higher in urban areas than in rural areas, but Indian arrests were over twenty-three times higher in urban areas than rural areas. Indian arrests for alcohol-connected crimes were nearly thirty-seven times as great as whites, and nearly fifteen times greater than comparable rates for Negroes. The author questions whether gross statistics give an accurate picture of the amount of Indian criminality and suggests an intensive analysis of local conditions which might identify factors contributing to Indian delinquency. The laws, and their recent changes, concerning alcohol and Indians are discussed. Included are charts comparing arrest statistics to age, tribe, sex, types of crimes, races, and ethnic groups. (JH)

ED 013 147 MF - $0.25, HC - $0.90

ANNUAL REPORT, 1965-66, TO UNITED STATES BUREAU OF INDIAN AFFAIRS.
Poehlman, Charles, Nevada State Department of Education, Carson City, 1966, 16p.

In compliance with regulation, this report is submitted to show utilization of Johnson-O'Malley funds in Nevada for fiscal year 1965-66. The report consists of: a short evaluation which indicates a continuing need for maximum fund assistance in school lunch programs and special programs (counseling, supervising study situations, etc.), an enumeration of Indian--all student enrollment data by school district, a listing of tax rates for education for elementary and high schools (on a county basis), a financial statement and list of expenditures, a list of Johnson-O'Malley special fund allocations and uses by county, and a three-year Indian drop-out study given by geographic area, male and female distribution, grade and semester levels, achievement levels (arithmetic and reading), attendance, and categorical reason for withdrawing. The study shows that a large portion of the dropouts occurred in the second semester of the senior year, due in large measure to previous failures which necessitated longer attendance to graduate. This seems to indicate the need for more intensive counseling service beginning at the junior high school level. (BR)

ED 013 670 MF - $0.25, HC - $2.25

SUMMARY AND OBSERVATIONS IN THE DAKOTAS AND MINNESOTA. INDIAN COMMUNITIES AND PROJECT HEAD START.
Wax, Murray L. and Wax, Rosalie H., 1965, 43p.

The problems of gaining community participation is a major one in many of the programs aimed at assisting the American Indian. This problem is usually intensified when white persons, assuming that they can do more than the community itself, intervene to the partial exclusion of the Indians. In spite of this problem, the Head Start Programs for Indians were judged, with few exceptions, to be highly successful. This is part of the total report "Indian Communities and Project Head Start--Summary and Observations in the Dakotas and Minnesota." (COD)

ED 013 671 MF - $0.25, HC - $1.20

AN APPRAISAL OF POSSIBILITIES FOR A HEAD START PROGRAM AMONG THE POTAWATOMI INDIANS OF KANSAS. INDIAN COMMUNITIES AND PROJECT HEAD START.
Bee, Robert L., 1965, 22p.

At the time of this report, to the author's knowledge, no action either by the Potowatomi or interested whites had been taken toward setting up a Head Start Program for the Potowatomi of Kansas. The author states why, in this opinion, the Potowatomi do not need a Head Start Program. In spite of the belief, the report attempts to give basic information to aid in planning for such a program for those not sharing the same belief. This is part of the total report "Indian Communities and Project Head Start--Summary and Observations in the Dakotas and Minnesota." (COD)

ED 013 672 NOT AVAILABLE FROM EDRS

THE NAVAJO.
Kluckhohn, Clyde and Leighton, Dorothea, 1962.

The purpose of this book is to provide background needed by administrators and teachers to work effectively with the Navaho people. Initially it discusses their economic and social life, the secondary portion describes their religious life, and the remainder explains problems of the Navahos and techniques they have developed to cope with these problems. Included are Navaho history, economy, personal relationships, non-Navaho relationships, views on the supernatural, language, and their concept of life. The authors state that the lessons learned among the Navaho are generally applicable in dealing with any society. This document is available as No. N28 for $1.45 from the American Museum of Natural History, New York, New York. (RB)

ED 014 329 MF - $0.50, HC - $3.60

PROJECT HEAD START IN AN INDIAN COMMUNITY.
Ortiz, Alfonso, University of Chicago, Illinois,
1965, 70p.

The influence of historical, social, and cultural factors upon the early learning process of San Juan Indian children was related to the conduct of Head Start Programs. Four types of data were used, (1) personal research into the pueblo's history, (2) tests and observations of 50 Indian children of all ages, (3) information about specific Head Start families, and (4) interviews with San Juan residents. Spanish influence upon Indian life dating from the 16th century is related to current agricultural, moral, economic, health, governmental, religious, and educational conditions. Formal education is regarded as desirable by the Indians, but ten percent of all school-age children are not in school, and the drop-out rate is high. Because of illiteracy, resignation to the state of things as they are, poor communication, and apathy within the pueblo, the typical Indian child was not reached by the 1965 Espanola Valley Summer Head Start Program. Funds accommodated 45 children, seven of whom were from San Juan. However, they were children to whom local advantages were already accessible. Parallel to the Head Start Program, the author conducted a two-week experimental program in his home, ascertaining that the community thinks that Head Start is a potential solution to all educational problems. Recommendations based on interviews with tribal leaders, parents, teachers, and a clergyman include emphasis upon tribal sponsorship, longer duration of programs, teachers trained in understanding Indians, Indian materials and audio-visual aids, modern medical practices, English, provision for slow learners, extra-tribal social activities, and unanimous participation of tribal children. Future studies should be based upon the information on cultural background contained in this report. (LG)

ED 014 346 MF - $0.25, HC - $0.40

INDIAN EDUCATION.
Miller, Harold, University of North Dakota,
College of Education, Grand Forks, 1966, 6p.

The national Indian policy has ranged from preparing the Indian for assimilation into the general population to preparation for living in his own group. Indian education, which has been controlled by this policy, may be divided into four general periods: (1) until 1870 the policy was the exclusion of Indians from national life, (2) the policy was to remake the Indians in the image of the white farmer of rural America between 1870-1930, (3) between 1930 and 1960 there was a gradual shift to the aim of terminating federal responsibility for the Indians, and (4) the objective of full participation by the Indian in American life, on and off the reservations, has developed since 1960. The educational objectives for Indians have shifted with the policy and presently are as follows: (1) high school graduation for 90 percent of high school age youth, (2) one-half of high school graduates attending college in preparation for professional careers, and (3) one-half of high school graduates preparing themselves for careers in technical, service, and trade occupations. The major problem areas blocking improvement of Indian education are cultural differences, language barriers, and remedial education. This article appeared in the College of Education Record, Vol. 52, No. 3, December 1966. (ES)

ED 014 353 MF - $0.25, HC - $0.90

INDIANS IN LITERATURE, A SELECTED ANNOTATED BIBLIOGRAPHY FOR CHILDREN.
Olsen, Diane, University of Minnesota, Minneapolis, 1964, 16p.

A listing of children's literature is presented, categorized as follows: (1) biography and fictionalized biography, (2) lore and legend, (3) stories and novels, and (4) general information and background material. (ES)

ED 014 369 MF - $0.25, HC - $2.05

AMERICAN INDIANS AND EDUCATIONAL LABORATORIES.
Bass, Willart P. and Burger, Henry G., 1967, 39p.

Many of the diverse educational problems of the American Indian have been identified for years, but have been permitted to lay dormant. Socio-economic disadvantagement is exhibited in areas of income, unemployment, school dropout rate, expected life span, infant mortality rate, birth rate, and health history. Communication problems block the teaching-learning effort. The social scientists' interest in acculturating the Indian into the American norm is seen as being focused upon the children--those who can least resist it. Efforts by five regional educational laboratories are directed toward solving some of the identified problems. Needs remaining to be met include technological development, compensatory innovation, subject coverage, cross-cultural sensitivity for teachers, information carry-over, evaluation, separating education from ethnocentrism, and correlating school and home life. Single free copies of this document are available from Southwestern Cooperative Educational Laboratory, Inc., 117 Richmond Drive, N.E., Albuquerque, New Mexico 87106. (SF)

ED 014 727 MF - $0.25, HC - $2.40

THE STUDY OF THE PROBLEMS OF TEACHING ENGLISH TO AMERICAN INDIANS, REPORT AND RECOMMENDATIONS.
Ohannessian, Sirarpi, Center for Applied Linguistics, Washington, D.C., 1967, 46p.

The purpose of the present study was to assess the learning and teaching of English in elementary and secondary BIA schools as well as in adult education programs and selected public schools enrolling American Indian students. The main problem areas studied were: (1) administrative aspects of boarding and day schools, (2) the performance, preparation, recruitment, and retraining of teachers, (3) the performance of students, and (4) instructional materials. The twelve-man study group was composed of specialists in linguistics and the teaching of English to speakers of other languages, American Indian languages, anthropology, psychology or language learning, and other related and pertinent fields. This report describes the preparation and procedures followed in the survey, as well as the major and specific recommendations presented by the study group. The recommendations include: (1) the institution of an independent national advisory council on Indian education, (2) a re-examination of patterns of schooling for Indian students, (3) special preparation, recruitment, and retraining of personnel, and (4) research projects. This report is also available for $1.25 from the Center for Applied Linguistics, 1717 Massachusetts Ave., N.W., Washington, D.C., 20036. (AMM)

ED 015 033 MF - $0.25, HC - $1.60

AN INTERDISCIPLINARY INSTITUTE FOR THE IN-SERVICE TRAINING OF TEACHERS AND OTHER SCHOOL PERSONNEL TO ACCELERATE THE SCHOOL ACCEPTANCE OF INDIAN, NEGRO, AND SPANISH-SPEAKING PUPILS OF THE SOUTHWEST. INTERIM REPORT NO. 2.
Willey, Darrell S., New Mexico State University, University Park, 1966, 30p.

In conjunction with an interdisciplinary institute at New Mexico State University, a survey was conducted to determine perceptions and attitudes of community members and school personnel in the provision of equality of educational opportunity for Anglo, Spanish-American and Indian children in Aztec and Tularosa, New Mexico. The major questions asked were--how does the dominant majority Anglo culture view the abilities of Spanish-American and Indian children compared to their own, how does the Spanish-American and Indian parent feel about the abilities of his children compared to their Anglo classmates, is the failure of Spanish-American and Indian children, in contrast to the relative success of Anglo children in school, perceived as a result of differential treatment by teachers and school administrators, and how much of this failure do the members of the three cultural groups and the educators themselves attribute to inadequacies in the school program. Two distinct patterns emerge from the data. First, members of all groups perceive the Anglo child as most capable, the Spanish-American child as less capable, and the Indian child as least capable of achieving desirable goals. Second, all groups saw pupils as most capable of completing high school, less capable of attending trade school or college, and least capable of finding a job after school. Graphs and a bibliography are included. (JH)

ED 015 795 MF - $0.25, HC - $1.15

AN INTERDISCIPLINARY INSTITUTE FOR THE IN-SERVICE TRAINING OF TEACHERS AND OTHER SCHOOL PERSONNEL TO ACCELERATE THE SCHOOL ACCEPTANCE OF INDIAN, NEGRO, AND SPANISH-SPEAKING PUPILS OF THE SOUTHWEST. INTERIM REPORT NO. 3.
Willey, Darrell S., New Mexico State University, University Park, 1967, 21p.

This third report in a series of four is concerned with an exploratory assessment of the educational opportunity offered by school systems serving two multicultural communities. One system has a pupil population of approximately 1,500 of which 85 percent are Anglo, 10 percent are Indian, and 5 percent are Spanish-American. The other system has a pupil population of approximately 1,700, of which 40 percent are Anglo, 45 percent are Spanish-American, and 15 percent are Indian. Pupil performance was measured by evaluating ability tests, achievement tests, assigned grades, and attendance as reported in the cumulative records. These performance measures are presented by ethnic groups and by grade groups. No conclusions are reported. (SF)

ED 015 810 MF - $0.75, HC - $9.60

SAN CARLOS APACHE PAPERS.
Roessel, Robert A. Jr., Arizona State University, Tempe, 1964, 190p.

The first section of this book covers the historical and cultural background of the San Carlos Apache Indians, as well as an historical sketch of the development of their formal educational system. The second section is devoted to the problems of teachers of the Indian children in Globe and San Carlos, Arizona. It is divided into three parts: (1) phonics and language arts, (2) methods and activities used in teaching numbers in kindergarten, and (3) problems in communication at the high school level. The third and fourth sections are concerned with the health conditions of the San Carlos Apaches, coupled with a preliminary outline of San Carlos school problems and proposals to solve those problems. (ES)

ED 015 818 MF - $0.25, HC - $1.45

NEW APPROACH TO INDIAN EDUCATION.
Bryde, John F., 1967, 27p.

Recent research indicates that the excessive national Indian dropout rate is not wholly attributable to the value conflict created when Indian youth enter the American education system, but is also related to the identification problem experienced by these youngsters. The objective of this research was to determine the possible causes of what is known as the cross-over phenomenon (after satisfactory achievement for a time, a reversal occurs and a steady decline is shown) in the educational performance of Oglala Sioux Indian students. A total of 415 Indian and 223 white students from eighth, ninth, and twelfth grades were included in this study. Achievement records for the Indian group revealed performance above the national norms on the California achievement test from the fourth grade to the sixth grade. At this point (7th grade) the Indian students suddenly begin to fall behind in achievement. It was hypothesized that psychological conflict during the period of adolescence causes personality problems which block educational achievement. Consequently, the Minnesota Multiphasic Personality Inventory was administered to youngsters in both groups disclosing psychological conflict among many of the Indian youth who were experiencing achievement difficulties. As a result of this research, a new course called accultural psychology has been developed for use with Indian youth. (ES)

ED 016 166 NOT AVAILABLE FROM EDRS

A SURVEY AND ANALYSIS OF NATIVE ALASKAN ADULT EDUCATION PROGRAMS.
Milne, James D., 1962.

In an attempt to learn (1) the degree of assimilation of the Alaskan native into our culture, (2) the extent the adult education program played in this assimiliation, and (3) the part that socioeconomic factors played in the evaluation of the Alaskan native, the 23 directors of adult education programs in Alaska were questioned about their duties, qualifications, administrative, and social interrelationships, philosophy toward the native, and program goals. All respondents had taught in Indian schools but none could speak a native language. Evaluation of the native was a primary goal of adult education. The Alaskan natives, whose culture is not being preserved but is being rapidly assimilated, could be divided into three groups according to their acceptance of the white man's culture--conformist, nonconformist, and undecided. The conformist native participated in adult education and the courses were designed for him. Most educators felt that the nonconformist native was a lost cause and little was done to entice him into school. The undecided native was being encouraged to attend school by social and economic means. Further studies of the social and economic problems of Alaska and the definition of desirable goals of education for native youth and adults are needed. This document is available from University Microfilms, Ann Arbor, Mich., Order No. 63-3734. Microfilm $2.75. Xerography $7.40. 156 pages. (Author/AJ)

ED 016 200 MF - $0.75, HC - $9.10

BIBLIOGRAPHIES OF AMERICAN INDIAN LANGUAGES.
Troike, Rudolph C., comp., 1967, 180p.

The 12 bibliographies which make up this collection were compiled by Mr. Troike's students in a graduate-level course in American Indian Languages at the University of Texas, 1966-67. Language families included are: (1) Na-Dene, (2) Navaho, (3) Algonquian, (4) Uto-Aztecan, (5) Siouan, (6) Iroquian, (7) Mayan, (8) Mixtec, (9) Quechumaran (Quechua-Aymara), (10) Panoan, (11) Jivaro, and (12) Tupi-Guarani. Most of the bibliographies include an indication of the most important members of the language family, and a list of the journals covered. A brief introductory section presents in outline form the "Voegelin Classification of American Indian Languages North of Mexico," and "Native Languages of Mexico" and "Central and South American Indian Languages" (After Sol Tax, 1960). (JD)

ED 016 387 MF - $0.25, HC - $0.90

SOME CONSIDERATIONS IN THE EDUCATION OF INDIGENOUS GROUPS IN THE SOUTHWEST.
Berman, Mark L., System Development Corporation, Santa Monica, California, 1965, 16p.

The general size and distribution of the indigenous populations of the Southwestern United States, including Indians and Spanish-speaking peoples, are discussed. Selected research findings regarding efforts to improve methods of dealing with the educational problems of these people are presented. Finally, there is discussion of the applicability of certain educational techniques, such as programed instruction. (MS)

ED 016 529 MF - $0.25, HC - $0.50

THE WARRIOR DROPOUTS.
Wax, Rosalie H., Washington University, St. Louis, Missouri, 1967, 8p.

The American Indian subculture, as represented in this study by the Sioux of the Pine Ridge Reservation in South Dakota, experiences problems with its youths' becoming high school dropouts. Many of the reasons for this problem parallel the problems of other American minorities, namely, (1) dissimilarity between the values of the minority subculture and that of the middle-class white-citizen oriented schools, and (2) a seeming inability of the school system to be capable of the flexibility and insight to adapt the instruction and the facilities to the needs of the pupils. For example, the Sioux culture inculcates in its youth the values of independence, vitality, physical courage, and intense loyalty to peers, among others. When the Sioux youth goes off to high school, which is generally a boarding school, conflicts develop. The high school expects from students obedience, narrow and absolute respect for property, and routine and disciplined conduct. In the clash of values that follows, the Sioux youth becomes disconcerted. His adjustment problems are added to by racial or cultural misunderstandings and by loneliness. The end result for too many of the youth is that they drop-out of school. The question is to what extent was the decision voluntary and self-determined, and to what extent was it forced upon him by an insensitive system. This article is a reprint from Trans-Action, Volume 4, Number 6, May, 1967. (WD)

ED 016 554 MF - $0.25, HC - $0.30

UNDERSTANDING--SANTO DOMINGO'S RX FOR THE "CULTURAL SHOCK".
Lopez, Rebecca, 1967, 4p.

The Santo Domingo, New Mexico, Public Elementary School enrolls 720 Indian pupils in grades 1 through 8 and utilizes 30 teachers in its instructional program. Although the pupils come from a culture which is unfamiliar to most of their teachers, a primary objective of the school is that the life, customs, beliefs, and culture of the

Indian children will be maintained and reinforced through their education, and that cultural and local needs of the pupil will be met by the educational program. In order to fulfill this objective, a teacher orientation program, organized on a continuing basis has been initiated at Santo Domingo. This program was developed through an interdisciplinary approach, drawing heavily upon the works of outstanding anthropologists, historians, educators, sociologists, and linguistic authorities. In another step to meet the previously cited objective, the curriculum has been developed around the communicative arts, especially the teaching of English as a second language. Emphasis is also placed on such subjects as anthropology, literature, and history of culturally-different people. This article appears in the "New Mexico School Review," April 1967, pp. 12-14, 40. (ES)

ED 016 557 MF - $0.25, HC - $1.00

TEACHING ENGLISH TO ALASKA NATIVES.
Salisbury, Lee H., 1966, 18p.

The Alaskan native population numbers 43,000 and is composed of three groups: Indian, Eskimo, and Aleut. These people, for the most part, have been unable to assume the rights and responsibilities of full citizenship, and continue to be wards of the Federal government. Alaska has enacted compulsory education laws which require the natives to send their children to school. Upon arrival at school for the first time, these youngsters are unable to speak English and are further disadvantaged by their cultural background and value system. This extreme disadvantagement causes 60 percent of them to never reach the 8th grade, and of those who do continue in the secondary schools (boarding schools), another 28 percent become dropouts. Also, the native youngsters are twice as likely to drop out of college as their non-native peers. In order to help the native students adjust to college life, a summer orientation program was initiated during the summer of 1964. The purpose of this program is: (1) to broaden the student's background of experience within the Western culture so that his conceptual knowledge of the English language will improve, and (2) to enable the student to realize that his thoughts and feelings are important. This paper was delivered at the General Session of the TESOL Conference (Teachers of English to Speakers of Other Languages), March 17, 1966, New York City. (ES)

ED 016 558 MF - $0.25, HC - $0.45

THE INDIAN CHILD IN THE CLASSROOM.
Stone, Veda, Arizona State University, College of
Education, Tempe, 1964, 7p.

In educating any group of children, the school's first responsibility is to each student as an individual, helping him to develop himself as freely and creatively as possible. To meet the educational needs of children, each teacher must understand the total environment of each child, accept the child as he is, and love and respect each child for his individual worth. The needs of Indian children also require the understanding, love, and respect necessary for all children, but there are basic differences between Indian and non-Indian children which teachers must understand. One of the main differences is the way in which the world is perceived, the non-Indian reacts to a made world, while the Indian reacts to the world as it is. Indians are a disadvantaged minority group who have 2/3 the life expectancy, 1/2 to 1/3 the level of education, less than 1/3 the income, and 7 to 8 times as much unemployment as the national average for all Americans. They also experience poorer health, a higher infant mortality rate, and more frequent illnesses. Many Indians have no desire to integrate into the main stream of American life, but prefer to retain their own identity. This article appeared in the "Journal of American Indian Education," Vol. 3, No. 3, May, 1964, pp. 13-19. (ES)

ED 017 229 MF - $0.75, HC - $8.80

SURVEY REPORT--NAVAJO COMMUNITY COLLEGE.
Ashe, Robert W., Arizona State University,
College of Education, Tempe, 1966, 174p.

This plan for the establishment of a Navajo Junior College goes into all aspects of its organization. It describes the present Navajo school system, which is a combination of mission, public, and Bureau of Indian Affairs operations. Financial help to students wanting more than a high school education is presently inadequate, though increasing. If there were a college on the reservation, many more students could benefit from this aid as well as from the proximity of the institution. The less able, who are expected to require only short-term vocational courses, would benefit the most. Besides the generally accepted goals of a junior college, this one must also consider the specific needs of the Navajo people. For this reason, the importance of the guidance program is emphasized, as it must harmonize the Navajo national culture and the dominant culture of the "outside world." Programs in agriculture, at all levels of complexity and skill, would be of immediate benefit to the whole Navajo community. The plan details the staff needs, the overall program requirements, recommendations for the physical plant, and the differing legal and financial considerations in Arizona and New Mexico. Appendixes contain precise outlines for the essential curriculums, as well as samples of the questionnaires sent to Navajo college students, high school graduates, and parents of high school graduates. (HH)

ED 017 349 MF - $0.25, HC - $2.65

KEYS TO INDIAN EDUCATION.
Nix, Elmer, Arizona State University, College of Education, Tempe, 1962, 51p.

The 1962 Summer Indian Education Workshop at Arizona State University was planned to provide an opportunity for teachers, counselors, school administrators, and others to learn more about educating Indian youth. Each participant selected one of the following problem areas in Indian education for depth study: (1) teaching English as a second language, (2) guidance and the Indian child, (3) cultural problems in Indian education, and (4) administering the Indian education program. For each of these four areas, principles of Indian education were developed and summarized, and serve as the body of this document. (ES)

ED 017 350 MF - $1.50, HC - $17.00

EDUCATION FOR THE ADULT INDIAN COMMUNITY.
Roessel, Robert A. Jr., Arizona State University, College of Education, Tempe, 1964, 338p.

The two courses, Community Development in Indian Education and Education of the Indian Adult, were offered for the second time during the summer of 1963 at Arizona State University. This document is a result of the compilation of 32 papers prepared by the students from these 2 classes. These papers pertain to various successful community development programs on Indian reservations in the Southwest and to unique Indian adult education approaches. Bibliographical reference sections accompany some of the papers. (ES)
[See ED 017 855.]

ED 017 362 MF - $0.25, HC - $2.30

THE DIVISION OF INDIAN EDUCATION OF THE NEW
MEXICO STATE DEPARTMENT OF PUBLIC INSTRUCTION
TO THE BUREAU OF INDIAN AFFAIRS. ANNUAL REPORT,
1966-67.
Owens, Charles S., New Mexico State Department of
Education, Santa Fe, 1967, 44p.

During the past 15 years the average enrollment and daily attendance figures for New Mexico Indian children in the Johnson-O'Malley program have increased. This increase indicates progress by the Indian children in the mastery of language, which has been encouraged by the Division of Indian Education of the New Mexico State Department of Education. Indian children have benefited from the use of Johnson-O'Malley funds by an increase in early childhood education, guidance and counseling services, health services, transportation, textbooks and school supplies, and lunch programs. The guidance section of the Division of Indian Education has had three primary objectives: (1) encourage self-motivation and self-direction of Indian pupils, their parents, and their teachers, (2) secure more parental involvement in education and citizenship responsibilities, and (3) emphasize cultural similarities of all pupils as a new direction within the total educational situation, while learning about group and individual differences. In order to achieve these objectives, the guidance office became involved in various workshops, conferences, and meetings, initiated two research projects pertaining to school dropouts on the secondary level, and conducted a survey involving Indian students in higher education. The total numbers of Indian children in the Johnson-O'Malley program for New Mexico are included in tabular form. (ES)

ED 017 382 MF - $0.25, HC - $0.40

THE RIGHT TO BE WRONG AND THE RIGHT TO BE RIGHT.
Roessel, Robert A. Jr., Arizona State University,
College of Education, Tempe, 1968, 6p.

Indian education has been controlled for the most part by the officials of public schools and the Bureau of Indian Affairs. There is now a new type of school for Indian youngsters which returns the element of local control to adult Indians. This demonstration school is located at Rough Rock, Arizona, and exhibits two unique experimental elements, local control and cultural identification. The local board members at Rough Rock have developed three policies which make their school different: (1) the boarding school children are permitted to go home each weekend, (2) the dormitories are managed by Navaho adults who are not professionals, and (3) salaries of non-certified personnel were reduced, making possible the hiring of Navahos who were unable to find employment elsewhere. This speech was presented at the Eighth Annual Indian Education Conference, Arizona State University, Tempe, March, 1967. It also appears in the "Journal of American Indian Education," Vol. 7, No. 2, January, 1968, pp. 1-6. (ES)

ED 017 383 MF - $0.50, HC - $5.80

MINNESOTA CHIPPEWA INDIANS, A HANDBOOK FOR TEACHERS.
Crawford, Dean A. and others, Upper Midwest Regional Educational Laboratory, Inc., St. Paul, 1967, 114p.

This booklet was written primarily for elementary and secondary teachers who need to learn more about the Chippewa Indian pupils of northern Minnesota. It includes information on the characteristics of culturally disadvantaged pupils, Chippewa characteristics, attitudes concerning Indian education, and suggestions for teachers of Indian children. Considerable space is devoted to a resource unit containing an annotated list of selected teaching materials, a bibliographical reference section, an appendix with addresses of selected organizations and agencies serving Minnesota Chippewa, and a list of higher education opportunities for Indian students. (ES)

ED 017 385 MF - $0.25, HC - $0.35

BILINGUAL EDUCATION IN ARIZONA. REPORT 3,
BILINGUAL PROGRAMS IN THE SOUTHWEST.
Maynes, J.O. Jr., 1967, 5p.

Many Arizona people who have Spanish surnames are confronted with both language and cultural problems. To cope with this situation, teachers need training to understand the family structure and way of life of these people. Many school districts and organizations in Arizona are developing bilingual programs and services to help those of Indian, Spanish, and Mexican extraction who are in need. Some of those programs are: (1) programs for the educationally and culturally deprived, (2) elementary and secondary programs in language arts, (3) projects in special education, (4) projects in English as a second language, (5) cultural enrichment projects, (6) programs to develop curriculum materials centers, and (7) health projects. Some of these programs are designed to meet the special educational needs of agricultural migrant and Indian youngsters. This report was delivered at the Annual Conference of the Southwest Council of Foreign Language Teachers, El Paso, Texas, November 10-11, 1967. (ES)

ED 017 389 MF - $0.25, HC - $0.30

PROGRAMS FOR BILINGUAL STUDENTS OF UTAH.
Howe, Elliot C., 1967, 4p.

Due to a shortage of qualified teachers for bilingual students, several approaches are now being utilized to upgrade the students' education. These include: (1) teaching accelerated Spanish courses to native speakers of the language, (2) using teacher aides in teaching English as a second language, (3) having Mormon families take Indian children into their families during the school year, to attend school with the children of their temporary foster parents, (4) reducing class sizes and having a smaller ratio of bilingual students to English speaking students, (5) providing arts and crafts classes for Navajo children to exploit their native abilities, and (6) broadening all areas of curriculum to offer a greater variety of programs for the bilingual student. This report was presented at the Annual Conference of the Southwest Council of Foreign Language Teachers, El Paso, Texas, November 10-11, 1967. (WN)

ED 017 391 MF - $0.50, HC - $4.45

CALIFORNIA INDIAN EDUCATION, REPORT OF THE FIRST ALL-INDIAN STATEWIDE CONFERENCE ON CALIFORNIA INDIAN EDUCATION.
Forbes, Jack D., Ad Hoc Committee on California Indian Education, 1967, 87p.

A conference on California Indian Education was held in March, 1967, at Stanislaus State College. The conference participants include administrators and teachers from representative schools with a high proportion of Indian students in California, anthropologists and social scientists from various colleges, and Indians from representative areas throughout California. The objectives of the conference were: (1) to interest a representative cross-section of the California Indian adult population in the education of their children, (2) to involve Indian people in planning the improvement of the education of their children, (3) to unify the Indian people and use their collective strength toward the common goal of improved education, and (4) to identify the problems of Indian education and find ways of solving those problems. Several recommendations for methods to improve the education of California Indians evolved from this conference and are included in this report. (ES)

ED 017 613 MF - $0.25, HC - $1.10

STATE OF ARIZONA ANNUAL EVALUATION REPORT, FISCAL YEAR 1967, TITLE I, P.L. 89-10, ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965.
Arizona State Educational Agency, Phoenix, 1967, 20p.

In this report Arizona's 1967 compensatory education projects are evaluated according to the format stipulated by the Office of Education. A major accomplishment has been the development of programs to teach English as a second language to the American Indian and Mexican-American students who constitute the largest segment of Arizona's disadvantaged youth. The establishment of preschool and kindergarten programs and the effective employment of teacher aides are felt to be other achievements. The report contains data on the students' performance on the Metropolitan Achievement Test in Reading and Arithmetic and on the Stanford Achievement Test in Reading. It also describes several exemplary projects. (LB)

ED 017 855 MF - $1.25, HC - $16.55

INDIAN EDUCATION WORKSHOPS. PART I - EDUCATION OF INDIAN ADULTS. PART II - COMMUNITY DEVELOPMENT IN INDIAN EDUCATION.
Roessel, Robert A. Jr. and Lee, Nicholas, eds.,
Arizona State University, Indian Education Center,
Tempe, 1962, 329p.

During the summer of 1962, the Indian Education Center of Arizona State University offered two courses: Education of the Indian Adult and Community Development in Indian Education. Papers written by students in the courses and reports of guests speakers are presented in this volume. Topics covered include adult education through parent-teacher conferences, adult education plans for specific tribes or villages, community development programs such as preschool and elementary education, teenage activities, health education, literacy programs, and sanitation projects. The history, culture, and economy of several Indian tribes are reviewed. Bibliographies, tables, maps, and illustrations are scattered throughout the volume. (AJ) [See ED 017 350.]

ED 018 287 MF - $0.25, HC - $2.95

NATIONAL RESEARCH CONFERENCE ON AMERICAN INDIAN EDUCATION. FINAL REPORT.
Aurbach, Herbert A., Society for the Study of Social Problems, 1968, 57p.

A conference was held for the purpose of establishing guidelines for a status survey and research project in American Indian education. Three background papers were presented which provided an historical review of previous research in Indian education, analyzed current research, and considered current action programs. Panelists discussed the kinds of research needed and conference participants made the following recommendations: (1) a national research project on Indian education is needed in which Indian leadership would be a prerequisite, (2) such a research project should be multi-disciplinary in its approach, (3) indiscriminate intelligence and psychological testing of Indian children should be avoided, (4) evaluation and sampling procedures should provide for in-depth study and an adequate cross-section of Indian children, (5) the overall planning, direction, and coordination should be located in a single research organization, (6) Indian researchers should be trained and used in the operations of the research project, and (7) research results should be made available to the Indian leadership in order to develop educational policies and establish educational programs. (JS)

ED 018 289 MF - $0.75, HC - $9.80

THE SIOUX INDIAN STUDENT--A STUDY OF SCHOLASTIC FAILURE AND PERSONALITY CONFLICT.
Bryde, John F., 1966, 194p.

After achieving satisfactorily for several years, Sioux Indian students tend to show a reversal of this process and begin a steady decline in academic achievement. To study this problem, an experimental group was selected which included the following Oglala Sioux youngsters: (1) 164 eighth grade students from seven elementary schools, and (2) 159 ninth grade students from the two high schools on Pine Ridge Reservation. The control group contained 76 white eighth grade students and 126 white ninth grade students from public schools in the small towns closest to the reservation. For profile comparisons with Indian eighth and ninth graders and with Indian dropouts, 92 Sioux Indian senior high school students from Pine Ridge were tested. Means and standard deviations were computed on all the scales for comparisons among the various groups, after which "T Tests," analysis of variance, and Scheffe Tests were utilized to determine significance and to locate differences. When analyzing academic achievement it was found that the Indian group fell sharply behind the white group at the eighth grade level. The total Indian group revealed greater personality disruption and poorer adjustment when comparing the psychological variables of rejection, depression, anxiety, and tendencies to withdraw, plus social, self, and emotional alienation. (ES)

ED 018 290 MF - $0.25, HC - $0.40

PROJECT PEACE PIPE, INDIAN YOUTH PRETRAINED FOR PEACE CORPS DUTY.
Harris, Mrs. Fred R. and Ginsberg, Leon H., Arizona State University, College of Education, Tempe, 1968, 6p.

In a cooperative project with the Peace Corps, the Oklahomans for Indian Opportunity (OIO) Organization trained a group of American Indian young people during the summer of 1967 for service in Latin America. The major hypothesis under which OIO planned the training program was that Indian youngsters, because of their lack of self-confidence, felt they had little to contribure to persons overseas. As a result of this hypothesis, a three-part curriculum was developed and implemented for their training, consisting of Spanish language skills, communication skills, and attitudinal training. Other features of the program included: (1) a regular Peace Corps assessment process (for the trainees), conducted by two psychologists, (2) a cultural enrichment program, and (3) a series of social activities. In conclusion, it would appear that Peace Corps service does have appeal for members of minority groups. However, reaching persons who are closely identified with these groups and who are socio-economically deprived probably required special recruitment efforts. This article appears in the "Journal of American Indian Education," Vol. 7, No. 2, January 1968, pp. 21-26. (ES)

ED 018 299 MF - $0.25, HC - $0.55

EDUCATION OF AMERICAN INDIAN CHILDREN.
Gaarder, Bruce, 1967, 9p.

Educational policy for American Indian children has been based on the principles that the Indian's salvation lies in his ceasing to be what and who he is, that it lies in becoming assimilated through alienation, and that English shall be the sole language of instruction. As a consequence of these principles and the Indian children's poor self-concept, they achieve at a lesser rate than their Anglo counterparts. The view presented in this report is that self-sufficiency, realized through self-fulfillment for each individual Indian child and for each separate Indian tribe, will be the quickest way to self-dispersal of the tribes and their eventual assimilation and disappearance. Recommendations which will help to achieve this goal of self-sufficiency include: (1) Indians should have local control over their own schools, (2) Indians employed with Federal funds for work with other Indians should be from the same tribe, (3) Indian schools should implement bilingual instruction, (4) a strong, mutually-reinforcing relationship should be developed between Indian pupils' parents and the school, and (5) there should be further graduate study and a research center focused on the history, languages, and culture of American Indians. This report was presented at the Annual Conference of the Southwest Council of Foreign Language Teachers, El Paso, Texas, November 10-11, 1967. (ES)

ED 018 324 MF - $0.25, HC - $0.55

THE IROQUOIS, A BIBLIOGRAPHY OF AUDIO-VISUAL MATERIALS--WITH SUPPLEMENT. (TITLE SUPPLIED).
Kellerhouse, Kenneth and others, State University of New York, Oneonta, 1967, 9p.

Approximately 25 sources of audiovisual materials pertaining to the Iroquois and other northeastern American Indian tribes are listed according to type of audiovisual medium. Among the less common media are recordings of Iroquois music and do-it-yourself reproductions of Iroquois artifacts. Prices are given where applicable. (BR)

ED 018 425 MF - $0.25, HC - $0.45

SPEECH COMMUNICATION AND THE AMERICAN INDIAN HIGH SCHOOL STUDENT.
Osborn, Lynn R., 1968, 7p.

A 5-day conference, cosponsored by Kansas University's Communication Research Center and South Dakota University's Institute for Indian Studies, was held in May 1967 to discuss the teaching of speech communication to American Indian high school students. This report of the conference contains three position statements, drafted by the conferees, dealing with: (1) a recommended program of speaking and listening training for Indian students, (2) a recommended program of teacher preparation, including a suggested 4-year course of study with a minimum of 126 semester hours, and (3) selected major problems relevant to the speech communication needs of American Indian high school students and recommended for immediate and intensive research investigation. This article appeared in "The Speech Teacher," Vol. 17 (January 1968), 38-43. (MM)

ED 019 154 MF - $0.50, HC - $3.10

TEACHING ENGLISH AS A SECOND LANGUAGE.
Lamberts, J.J. and others, Arizona State Department of Public Instruction, Phoenix, 1962, 60p.

Seven papers are compiled under the general subject heading of teaching English as a second language. Linguistics is discussed in relation to teaching English and in relation to teachers of Indian children. The Lado English Language Series is reviewed. A report by National Council of Teachers of English presents facts relative to teaching English as a second language in the United States and other countries. Ideas for greetings and simple request phrases for teachers, as well as generalized procedures for teaching English, are included. (SF)

ED 019 172 NOT AVAILABLE FROM EDRS

NEW MEXICO INDIANS--ECONOMIC, EDUCATIONAL, AND SOCIAL PROBLEMS.
Smith, Anne M., Museum of New Mexico, Santa Fe, 1966.

Indians comprise 6 percent of the population of New Mexico, although their numbers are not great, they represent a formidable problem since they rank lowest in years of education and highest in the percentage of unemployment of all groups in the state. The relationship between unemployment and education are clear and unmistakable and unless a larger percentage of the Indian children are enrolled in schools and graduated, their opportunities for a better life are poor. New Mexico Indians are divided into two major groups--the Navajo-Apache and Pueblos. This document presents a separate section on each of the 19 Pueblo Indian groups, Navajos, Jicarilla Apache, and Mescalero Apache which depicts their health problems, economy, social problems, education, unemployment, resources, land, and government. A bibliographical reference section is included. This book is available for $1.75 from the Museum of New Mexico, Santa Fe, New Mexico 87501. (ES)

ED 019 349 MF - $0.25, HC - $2.70

EDUCATING THE DISADVANTAGED CHILD IN CLALLAM AND JEFFERSON COUNTIES, A REVIEW AND EVALUATION OF THE PROGRAMS ESTABLISHED IN NINE SCHOOL DISTRICTS.
Simpson, John W., Clallam-Jefferson County Community Action Council, Washington, 1967, 52p.

This report reviews and evaluates the compensatory education programs established in two Washington counties. Sections of the report describe the community action council's role in Title I, the intent of Title I, and the characteristics of the disadvantaged children who constitute the Title I target population. Statistical data are provided on student enrollment and program costs. In addition to general comments, specific recommendations are directed at the school districts participating in Title I. During the 1966-67 school year, 1,268 students at all grade levels participated in Title I projects, which had a budget of $156,771. In some school districts American Indians formed up to one-half of the student population. An appended report discusses problems in educating the American Indian. (DK)

ED 020 052 MF - $0.25, HC - $2.15

INDIANS IN OKLAHOMA, SOCIAL AND ECONOMIC STATISTICAL DATA.
Hunter, Bill and Tucker, Tom, Oklahoma State Employment Security Commission, 1966, 41p.

Statistical data are presented on the Indian population of Oklahoma, along with a brief history of some of the 67 Indian tribes found in the state and narrative summaries of the statistical data. Maps of current and past Indian lands are shown in relation to current county lines. Graphs portray population composition, rural and urban population distribution, educational attainment, median income, rate of unemployment, and 1959 male income data. This material is presented in percentage form, comparing Oklahoma white figures, national Indian figures, and national population figures. A list of definitions explains some of the concepts and methods used by the Census Bureau in compiling data on the Indians. Appendices give statistical data in table form for population distribution, employment, age and sex, and income distribution. Information for this report was obtained or adapted from the 1960 census. (DK)

ED 020 820 NOT AVAILABLE FROM EDRS

KWAKIUTL VILLAGE AND SCHOOL.
Wolcott, Harry F., 1967.

The author's one-year residency as teacher in a Kwakiutl Indian village in British Columbia forms the basis of the case study. With emphasis on the lives and families of 5 school children, the study deals with the social environment and cultural background of the village, disintegration of the Indian culture and the transition toward the Canadian-American culture, the educational system and school-related experiences, and the role of the teacher in the community. Later progress of some of the students is noted along with an assessment of educational needs in a cross-cultural atmosphere. This book is available from Holt, Rinehart, and Winston, Inc., New York, New York. (JEH)

ED 020 825 MF - $0.25, HC - $0.25

YAZZIE REPORTS ON EDUCATION ACTIVITIES.
Yazzie, Allen D., Navajo Tribe Public Relations and Information Department, 1968, 3p.

The functions, accomplishments, and needs of the Navajo Tribal Education Committee is the subject of this report to the Senate Sub-committee on Indian Education. The main job of the education committee is to serve as a connecting link between the Navajo Tribal Council and educational agencies serving Navajo youth. The main accomplishment of the committee has been an increased involvement of parents and tribal leaders in the school program. The education committee has also encouraged the use of public information mass media in relating the educational accomplishments of the Navajo children. Conferences have been sponsored as have campaigns to encourage the children to continue their education. Effective utilization and coordination of Federal programs has enabled several instructional programs and a demonstration school to become operational. Boarding schools, improved roads, and additional financial support are listed as the primary needs in Navajo education. This article appears in the "Navajo Times," Window Rock, Arizona, April 4, 1968, p.27. (ES)

ED 020 853 NOT AVAILABLE FROM EDRS

REFERENCE ENCYCLOPEDIA OF THE AMERICAN INDIAN.
Klein, Bernard and Icolari, Daniel, 1967.

Related source materials on American Indians have been compiled in an attempt to create a greater awareness of the history and contemporary life of America's "First Comers"--their diversified cultural and social history, languages, religious practices, art forms, and achievements which rank some of them among the great men and women of this nation. Information sources are organized by category, i.e., museums, libraries, tribal councils, schools, magazines and periodicals, bibliographies, etc. Within categories, listings are arranged either alphabetically or geographically. Each section begins with a short explanation of source type and arrangement. An extensive Who's Who of persons active in American Indian affairs concludes the document. This book is available from B. Klein and Company, New York, New York 10011. (SW)

ED 021 654 MF - $1.25, HC - $15.35

EDUCATION FOR CROSS-CULTURAL ENRICHMENT, SELECTED ARTICLES FROM INDIAN EDUCATION 1952-64.
Thompson, Hildegard, Bureau of Indian Affairs, Washington, D.C., 1964, 305p.

One-hundred and fifty-one articles, dating from 1952 to 1964, comprise this third volume of selected articles from "Indian Education," a semi-monthly field letter published by the Bureau of Indian Affairs. The articles cover a wide range of elements affecting Indian educational attainment, such as cultural factors in Indian education, educational philosophy for Indian schools, program responsibility, research in Indian education, upgrading Indian education, designs for quality teaching, teaching English to Indian students, guidance for Indian students, summer programs for Indian students, adult education programs, inservice education programs, and goals for the future of Indian education. This document is also available for $1.30 from Publications Service, Haskell Institute, Lawrence, Kansas 66044. (DK)

ED 021 655 MF - $0.75, HC - $8.75

ENGLISH AS A SECOND LANGUAGE FOR NAVAJOS, AN OVERVIEW OF CERTAIN CULTURAL AND LINGUISTIC FACTORS.

Young, Robert W., Bureau of Indian Affairs,
Albuquerque, New Mexico, 1968, 173p.

Cross-cultural training for teachers of English to Navajo children is necessary because many concepts are not shared by both English and Navajo cultures. In addition, phonological, grammatical, and structural features constitute areas of wide divergence between the two languages. Similar letters and combinations of letters vary in placement and pronunciation. In the Navajo language, vowel length and nasal quality of vowels distinguish meaning, consonant clusters do not appear at the end of syllables, and the verb dominates to the extent that many English nouns when translated are verbal forms in Navajo. By distinguishing areas of sharp divergence between the two languages, a framework is presented for the development of materials, instructional techniques, and teacher training to specifically meet the needs of the Navajo student of English. (JEH)

ED 021 659 MF - $0.50, HC - $4.90

INDIAN EMPLOYMENT IN MINNEAPOLIS.
Woods, Richard G. and Harkins, Arthur M.,
University of Minnesota, Training Center for
Community Programs, Minneapolis, 1968, 96p.

Employment problems, and the related personal and social difficulties encountered by Indian Americans in the Twin Cities metropolitan area of Minnesota are discussed. Topics include: rural-urban and intra-city population movements; Indian employment agency experiences; a survey of employment center application files; factors associated with educational attainment; Indian resident surveys in Minneapolis, St. Paul, and Duluth; attitudes of employment personnel and other agency personnel toward Indians; and employment problems and city adaptation. It is recommended that an effective Indian center be established with structured agency services and assistance, thereby making it possible to undertake special demonstration and research programs. The appendix contains pertinent statistical data and questionnaires utilized in structured interviews. A bibliography concludes the document. (SW)

ED 021 660 MF - $0.25, HC - $2.45

ENRICHMENT PROGRAM FOR THE CULTURALLY DIFFERENT
CHILD.

Shoshone-Bannock Tribes, Fort Hall, Idaho, 1968, 47p.

In an effort to meet the need for additional assistance in academic areas and acculturation of the school age children on the Fort Hall Reservation in Southeastern Idaho, a two-week tour of the Northwest for 30 Indian students was formulated. The procedures, planning, and orientation of this project are presented, including the following topics: evidence of need, project description and objectives, financing, staff selection, selection of children, orientation and planning, meeting the objectives, and projectives, and project evaluation. A day-by-day itinerary is set forth with a running commentary plus an overview of pre- and post-week activities. A list of participants, recommendations for future programs, and pictures conclude the document. (SW)

ED 021 664 MF - $0.50, HC - $3.55

TEACHING INDIAN PUPILS IN PUBLIC SCHOOLS. (PROCEEDINGS OF A SEMINAR, APRIL 27-MAY 2, 1967).
Poston, William K. Jr., ed., Mesa Public Schools, Arizona, 1967, 69p.

Proceedings are reported of a seminar held to aid teachers, administrators, and educational leaders in understanding and working with Indian children. Difficulties encountered by Indian pupils in social-academic adjustment are presented in addition to an historical background of the Indian community. The need for better community and parent-school relations, attendance problems, teacher-parent relationships, economic conditions, communication problems, objectives in enrolling Indian pupils in public schools, and the need for Indian students to face success are discussed. A brief summary and a list of seminar participants concludes the document. (SW)

ED 021 667 MF - $0.50, HC - $3.50

TEACHING OF ENGLISH TO NAVAJO CHILDREN, ANNUAL CONFERENCE ON NAVAJO EDUCATION (4TH, UNIVERSITY OF NEW MEXICO, JANUARY 22-25, 1961).
Navajo Tribe Education Committee, Window Rock, Arizona, 1961, 68p.

Participants in prior planning sessions selected problems encountered in teaching English to Navajo students as the specific theme to be stressed during the conference. Subsequently, 5 formal addresses were presented at the conference, workshop groups were formed and 6 workshops were conducted, and 2 panel discussions were held. The major foci of the formal addresses were teaching English as a foreign language, and planning for the education of Navajo children in the future. Among recommendations made by the workshop groups were the need for educators to further familiarize themselves with Navajo culture and the need for prospective teachers of Navajo children to have specialized training. Topics for the panel group discussions were entitled, "Needs and Values of Language Development for Navajo Students" and "Promising Practices in Language Teaching." (EV)

ED 021 679 MF - $0.25, HC - $2.20

AMERICAN INDIANS IN CALIFORNIA: POPULATION, EDUCATION, EMPLOYMENT, INCOME.
California State Department of Industrial Relations, Fair Employment Practices Commission, San Francisco, 1965, 42p.

Analysis of 1960 census statistics reveals that American Indians in California had the highest growth rate of any ethnic group in the state from 1950 to 1960. This is attributed to improved health practices plus an in-migration of Indians from other states. Educational attainment of the American Indian in California is low compared with other ethnic groups, although significant improvement has occurred. Despite a population shift from rural to urban areas, the employment rate of Indians remains low due to lack of job skills. The median income for Indian families is the lowest of all ethnic groups in California. Statistical information on population, educational attainment, employment, and income is presented in tabular form at the end of the document. (JEH)

ED 021 684 MF - $0.25, HC - $2.25

EMPLOYABILITY FACTORS AND NEEDS OF WISCONSIN TRIBAL INDIANS.
Wisconsin State Employment Service, Madison, 1968, 43p.

General characteristics of Wisconsin tribal Indians as they relate to employment factors and needs are outlined. Household and individual surveys were conducted which yielded information pertaining to: residence; employment statistics; primary occupations; industrial employment; educational level and school status; educational level and income; marital status; education and training desires; and mobility. Statistical data adds significance to the narration presented. Samples of the household and individual questionnaires are included in the appendix in addition to job training interest tables. (SW)

ED 021 687 NOT AVAILABLE FROM EDRS

THE NORTH AMERICAN INDIANS, A SOURCEBOOK.
Owen, Roger C., ed. and others, MacMillan Company,
New York, 1967, 749p.

A collection of 52 original articles by outstanding authorities on American Indians is organized by culture areas to provide a general introduction to the study of the aboriginal populations of North America. An attempt has been made to include articles representative of the major theoretical points of view (historical, psychological, configurational, structural, functional, and evolutionary), as well as those articles purely descriptive in nature. The book also includes an extensive bibliography and a list of 250 educational films related to the American Indian. This document may be ordered from the publisher at a cost of $10.95. (DK)

ED 022 578 MF - $0.50, HC - $5.60

INDIANS IN MINNEAPOLIS.
Woods, Richard G., University of Minnesota,
Training Center for Community Programs,
Minneapolis, 1968, 110p.

The League of Women Voters of Minneapolis decided in May of 1967 to examine public and private agencies in the city of Minneapolis to determine agency perception of Indian problems, and to assess how well the various agencies were dealing with problems related to the Indian population of the city. In addition, 100 Indians were randomly selected and interviewed in order to gather sociological data about Indians living in the city. For reporting purposes, the agencies contacted were clustered into topical categories, e.g., employment, education, health, justice, housing, public welfare, parks and libraries, social services, and churches. Apparent lack of contact and inconvenient location precluded Indian use of some agencies. (VM)

ED 022 599 NOT AVAILABLE FROM EDRS

THE AMERICAN HERITAGE BOOK OF INDIANS.
Josephy, Alvin M. Jr., ed. and others, Simon and Schuster, Inc., 1961, 424p.

The histories and anthropological origins of American Indian groups are presented via pictorial and narrative descriptions. Historical and cultural contributions of American Indians to present conditions in the Americas are detailed, concentrating primarily on those tribes affecting the history of the United States. This document is available for $15.00 from Simon and Schuster, Inc., New York, New York. (DK)

ED 022 610 MF - $0.25, HC - $2.10

STATISTICS CONCERNING INDIAN EDUCATION, FISCAL YEAR 1967.
Bureau of Indian Affairs, Washington, D.C., 1967, 40p.

Statistical information for fiscal year 1967 is provided for Indian education under the supervision of the Bureau of Indian Affairs. Included are: (1) school census by area and agency; (2) enrollment and average daily attendance by area; (3) boarding schools and day schools enrollment and average daily attendance; (4) hospital schools enrollment and average daily attendance; (5) dormitory enrollment and average daily attendance; (6) enrollment by grade by area; (7) completions and graduates by area; (8) enrollment by degree of Indian blood; (9) enrollment by tribe; (10) Title I--Public Law 89-10 summary; (11) school construction summary; and (12) summer program participants. (VM)

ED 022 612 NOT AVAILABLE FROM EDRS

CYCLES OF CONQUEST: THE IMPACT OF SPAIN, MEXICO, AND THE UNITED STATES ON THE INDIANS OF THE SOUTHWEST, 1533-1960.
Spicer, Edward H., University of Arizona, Tucson, 1962, 609p.

The impact of Western culture, represented by the Spanish, Mexican, and the Anglo American, on Indian cultures of the Southwest is assessed in this volume. An attempt is made to synthesize the tremendous amount of information, gathered by many investigators, on Indian cultures in relation to the question, "What are the chief ways in which Indians have responded to Western Civilization, and what has happened to their cultures as a result of contact?" Primary emphasis is on cultural change and the growth and development caused by contacts with white men. All the major Indian groups of the area are considered with regard to the major question, with sufficient detailed historical data being presented to give chronological development and historical presence. This book is available from University of Arizona Press, Tucson (hard $12.50, paperback $5.95). (DK)

ED 022 613 MF - $0.25, HC - $2.65

MINNESOTA INDIAN RESOURCES DIRECTORY.
Stickney, Avis L., comp., University of Minnesota, Training Center for Community Programs, Minneapolis, 1967, 51p.

The Training Center for Community Programs was established at the University of Minnesota to increase understanding of, and to provide opportunity for, the economically disadvantaged. The Center published this directory of services and organizations to provide American Indians with sources of assistance in adjusting to community life in the urban area. Services listed are all in the Minneapolis-St. Paul area and include social organizations, human relations organizations, labor groups, and counseling services. (JH)

ED 022 617 MF - $1.25, HC - $13.80

LITTLE HERDER READING SERIES.
Bureau of Indian Affairs, Washington, D.C., 1965, 274p.

The Little Herder Reading Series is comprised of 4 volumes based on the life of a Navajo Indian girl. The books are written in English blank verse and describe many facets of Indian life. The volumes contain illustrations by Hoke Denetsosie which give a pictorial representation of the printed verse. The reading level is for the middle and upper elementary grades. This series is also available for $0.50 per volume from Publications Service, Haskell Institute, Lawrence, Kansas 66044. (DK)

ED 022 618 MF - $0.50, HC - $3.70

NAVAJO-ENGLISH DICTIONARY.

Wall, Leon and Morgan, William, Bureau of Indian
Affairs, Washington, D.C., 1958, 72p.

A brief summary of the sound system of the Navajo language introduces this Navajo-English dictionary. Diacritical markings and an English definition are given for each Navajo word. Words are listed alphabetically by Navajo sound. This document is also available for $1.00 from Publications Service, Haskell Institute, Lawrence, Kansas 66044. (VM)

ED 022 964 MF - $0.75, HC - $8.25

THE EFFECTS OF INTEGRATION ON RURAL INDIAN PUPILS.
FINAL REPORT.
Miller, Harold J., University of North Dakota,
Grand Forks, 1968, 163p.

To determine how attending predominantly non-Indian schools affected rural Indian pupils, a study of 12 schools was conducted with specific objectives to: (1) determine differences by type of school attended and sex, (2) isolate and identify cultural conditions related to differences, (3) determine the comparative status of Indian pupils by reservation area, (4) gain insight into the social relationships of Indians with their non-Indian peers, and (5) establish a working background of data for longitudinal studies. Major findings were: (1) There appeared to be a consistent, positive relationship between low cultural, economic, and social levels and low achievement, low intelligence, high alienation, negative attitudes toward school, and low vocational maturity, (2) Integrated Indian pupils appeared to accept the values of the majority non-Indian society to a greater extent than did segrated Indians, and (3) Within each classroom, a segregated situation generally existed. Some educational implications were: (1) Transfer of pupils to integrated schools in Grade 9 may be potentially more harmful than helpful, (2) Grouping classes by achievement, resulting in racial segregation, requires re-examination, and (3) Extensive and inviting adult education programs geared to the needs and problems peculiar to the Indian adult would assist in the transfer of favorable attitudes to the next generation. (DM)

ED 023 090 NOT AVAILABLE FROM EDRS

HANDBOOK OF MIDDLE AMERICAN INDIANS. VOLUME 5,
LINGUISTICS.

Wauchope, Robert and McQuown, Norman A., eds.,
1967, 402p.

This volume presents a summary of work accomplished since the Spanish conquest in the contemporary description and historical reconstruction of the indigenous languages and language families of Mexico and Central America. Contents are (1) "History of Studies in Middle American Linguistics" by N.A. McQuown; (2) "Inventory of Descriptive Materials" by W. Bright; (3) "Inventory of Classificatory Materials" by M.T.F. de Miranda; (4) Lexicostatistic Classification" by M. Swadesh; (5) "Systemic Comparison and Reconstruction: by R. Longacre; (6) "Environmental Correlational Studies: by S.C. Gudschinsky; (7) "Type Linguistic Descriptions" in (a) Classical Nahuatl by S. Newman, (b) Classical Yacatec (Maya) by N.A. McQuown, (c) Classical Quiche by M.S. Edmonson, (d) Sierra Popoluca by B.F. Elson, (e) Isthmus Zapotec by V.B. Pickett, (f) Huautla de Jimenez Mazatec by E.V. Pike (g) Jiliapan Pame by L. Manrique C., and (h) Huamelultec Chontal by V. Waterhouse; and (8) "Language-in-Culture Studies" by M. Leon-Portilla. A reference list concludes the volume. This document is available for $15.00 from the University of Texas Press, Austin, Texas 78712. (AMM)

ED 023 105 MF - $0.25, HC - $1.10

CULTURAL DIFFERENCES: IMPLICATIONS FOR COUNSELING.
Vontress, Clemont E., American Personnel and Guidance Association, Washington, D.C., 1968, 20p.

This paper discusses four cultural minority groups: American Indians, Appalachian Whites, Spanish Americans, and American Negroes. The general characteristics of which a counselor should be aware are emphasized. The cultural ties and the suspicion and anger towards the dominant white culture or "outsider" found in each group hinder counseling relationships. Frequent mistakes of counselors with minority group clients are outlined. Changes in counselor training and in-service education of counselors are necessary, so that counselors can bridge cultural barriers and become more effective. This speech was presented at the American Personnel and Guidance Association Convention, Detroit, Michigan, April 7-11, 1968. (NS)

ED 023 515 MF - $0.25, HC - $0.75

LONGITUDINAL PREDICITION OF SCHOOL ACHIEVEMENT FOR METIS AND ESKIMO PUPILS.

MacArthur, R. S., 1967, 13p.

Research in this effort attempted to review evidence of the construct validity of certain measures of intellectual potential for Canadian native pupils, and to examine the relative predictive validity, over a four-year period, of several measures of general intellectual ability for a sample of Metis pupils at Faust, Alberta, and 2 samples of Eskimo pupils. The measures of intellectual potential identified as having the least amount of cultural bias included Progressive Matrices, Safran Culture-Reduced Intelligence Test, Cattell test of g scale 2, and some subtests of Lorge-Thorndike Non-Verbal Intelligence Tests. Useful predictive validity coefficients between culture-reduced ability tests administered in 1962 and Vernon achievement tests administered in 1965 were reported for the 2 Eskimo samples. For the Metis group, culture-reduced measures did not differ significantly from conventional ability tests. This paper was presented to CCRE Conference on Educational Research, Winnipeg, Canada, June 1967. (VM)

ED 023 518 MF - $0.25, HC - $0.75

INDIAN EDUCATION--BIBLIOGRAPHY.
Durovich, Anna, comp., Bureau of Indian Affairs,
Washington, D.C., 1967, 13p.

One hundred and fifty-nine books and articles published between 1928 and 1966 are listed in this bibliography. Though the major portion of the bibliography is devoted to Indian education and cultural characteristics, some publications on vocational interest and achievement are included. (SW)

ED 023 520 MF - $0.25, HC - $2.35

ALCOHOL AND AMERICAN INDIAN STUDENTS.
Boyce, George A., Bureau of Indian Affairs,
Washington, D.C., 1965, 45p.

The growing problem of teenage drinking and alcoholism in the United States, especially among Indian segments of society, increases the necessity for adequate education concerning alcoholism. This document is prepared for the Bureau of Indian Affairs (BIA) schools to acquaint Indian students with social concepts of alcohol outside their cultural experience. It also attempts to acquaint students and teachers with the consequences of excessive alcoholic consumption. Although designed primarily as a curriculum guide for teachers and administrators, the document can be used as a text for students. It contains suggested activities for carrying out discussions concerning the responsibility of education and individual students in dealing with the problems of alcoholism. (DK)

ED 023 521 NOT AVAILABLE FROM EDRS

BUILDING BRIDGES OF UNDERSTANDING.
Keating, Charlotte Matthews, 1967, 155p.

Annotated bibliographies of more than 200 children's books provide suggested readings written to enable children to understand themselves, as well as other peoples and cultures. Separate sections include reviews and comments about books relevant to Negroes, American Indians, Spanish-speaking ethnic groups, Chinese Americans, Japanese-Americans, Hawaiians, Jews, and other ethnic and multi-ethnic groups. Selections in each section are divided into books appropriate for pre-school and primary levels, upper-elementary levels, and junior-high and high-school levels. Author, title, publisher, and date of publication are included for each book reviewed. This document is available for $5.90 from Palo Verde Publishing Company, Inc., Tucson, Arizona 85702. (VM)

ED 023 533 MF - $0.50, HC - $3.15

BIBLIOGRAPHY OF THE CHEROKEES.
Hoyt, Anne K., South Central Regional Education
Laboratory Corporation, Little Rock, Arkansas,
1968, 61p.

An extensive bibliography of books, government publications, periodical articles, and theses published between 1832 and 1968 has been collected on all phases of Cherokee Indian life. Although the major portion of the listings are concerned with Cherokee history, the document also presents extensive sections on Cherokee folklore (folkways, arts, culture, etc.), and children's books. Shorter listings are also presented on Cherokee education and the Cherokee language. (DK)

ED 023 827 MF - $1.00, HC NOT AVAILABLE

HEALTH AUXILIARY TRAINING, INSTRUCTOR'S GUIDE.

Rabeau, E.S., Public Health Service, Division of
Indian Health, Washington, D.C., 1966, 261p.

This guide for the training of home health aides is a compilation of lecture outlines supplemented by a suggested class schedule for the use of the program director in planning the overall program and preparing for the classes he is to teach. Developed by the Training Branch of the Division of Indian Health in cooperation with the Office of Economic Opportunity, the Oglala Sioux Tribe, and other interested individuals, the purpose of the program was to equip aides drawn from the reservation population to augment the Division's community health activities on the Pine Ridge Reservation in South Dakota. Units include: (1) Introduction, (2) Anatomy and Physiology, (3) Epidemiology, (4) Basic Home Nursing and Home Health Practice, (5) Environmental Health, (6) Home Management, (7) Community Resources, (8) Accident Prevention, (9) Education Techniques, and (10) Human Relations. Quizzes and lists of suggested references and teaching aids follow each unit. The classroom phase of the training was conducted in two sessions of twelve weeks each with twelve aides attending each session followed by four months of on-the-job training. Personnel qualified to handle each subject area are suggested. This document is available for $1.75 from Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. (JK)

ED 023 862 NOT AVAILABLE FROM EDRS

AN EVALUATION OF INSTITUTIONAL VOCATIONAL TRAINING
RECEIVED BY AMERICAN INDIANS THROUGH THE MUSKOGEE,
OKLAHOMA AREA OFFICE OF THE BUREAU OF INDIAN AFFAIRS.
Blume, Paul R., Oklahoma State University, Stillwater,
1968, 261p.

The adult vocational training received by Indians under Public Law 959 was evaluated to determine benefits of institutional training programs and to develop manpower policy recommendations. Criteria of the evaluation included employment experience, income, labor force attachment, and benefit cost ratio. Of the approximately 670 Indians who received adult vocational training, information was obtained for 220 from school files and by mailed questionnaire. Some trainee characteristics were: (1) The average trainee was better educated than the average Indian, (2) The employment and income levels were low by most standards, (3) There was a fairly high noncompletion rate among the trainees, and (4) There was some indication that the questionnaire response rate was partially affected by the cultural and historical background of the trainees. Conclusions were: (1) Completion of training results in average increase in income of $1,929, (2) The average increase in employment was about 3 and one half months of additional employment, and (3) The social benefit cost ratio was found to be 2.39. This dissertation was submitted to Oklahoma State University. This document is available from University Microfilms, Inc., 300 N. Zeeb Road, Ann Arbor, Michigan 48106. (DM)

ED 024 037 MF - $0.25, HC - $0.40

ROLE CONFLICT IN NATIVE COMMUNICATION.
Salisbury, Lee H., Teachers of English to
Speakers of other Languages, 1968, 6p.

The author describes our prime educational aim in Alaska as an effort to help the native to become an autonomous, productive member of the larger society which he is entering. To a certain extent, this is the aim of all teachers who are teaching English as a second language. They are teaching the culture that the language expresses at the same time that they teach the code itself. The roles which education thrusts upon the teacher and the student present severe problems when the student is a member of a cultural group considered by the teacher's cultural group to be primitive. It is very easy to regard any cultural group which has no written language, survives on a subsistence economy, and lives in virtual isolation as primitive, and hence, childlike. It is also easy to regard the process of learning English as the process of maturing from a childlike to an adult status. The Alaska native child within his culture is treated in a more adult fashion than children in our culture are, from a very early age. However, when he learns English from a teacher who not only regards him as a child, but regards his parents to be children as well, he cannot help but feel that the role of the child is strictly connected with the use of this language. The teacher should realize that each of his students has a unique contribution to make to the world: when each of his students come to recognize this himself, then the learning process has meaning. This paper was presented at the TESOL Convention, April 1967. (AMM)

ED 024 477 MF - $2.75, HC - $37.70

BASIC GOALS FOR ELEMENTARY CHILDREN: VOLUME I,

BEGINNERS LEVEL AND LEVEL ONE; VOLUME II, LEVELS TWO AND THREE; VOLUME III, LEVELS FOUR, FIVE AND SIX; VOLUME IV, LEVELS SEVEN AND EIGHT.
Bureau of Indian Affairs, Washington, D.C., 1966, 752p.

These curriculum guides were developed by the Bureau of Indian Affairs to be used by teachers and administrators of Indian students from the beginning level through the eighth. The four volumes provide a structuring and sequencing of themes and concepts designed to prepare Indian children to compete favorably with their peers in other school situations. Explanations and activities are provided for each level in the areas of guidance, social studies, music, listening, speaking, reading, writing, literature, art, health and physical fitness, science, and number concepts. For each area at each level an extensive bibliography of related materials is provided. These documents are also available at no charge from Publications Service, Haskell Institute, Lawrence, Kansas 66044. (DK)

ED 024 478 MF - $0.50, HC - $4.95

INDIAN AND SPANISH AMERICAN ADJUSTMENTS TO ARID AND SEMIARID ENVIRONMENTS.
Knowlton, Clark S., ed., Texas Technological College, Lubbock, 1964, 97p.

The nine papers contained in this symposium report deal with changes in a wide variety of social, economic, and cultural patterns of the Indians and Spanish speaking peoples of the Southwest, with emphasis on land use practices. Historical perspectives are presented to illustrate the gradual shift of these peoples from a pastoral, semi-agricultural society to one based on menial or migratory labor. Emphasis is also given to the need for development of a philosophy and planning techniques which would eliminate, in the future, some of the problems evident today. The symposium was held at the Southwest and Rocky Mountain Division, American Association for the Advancement of Science, Lubbock, Texas, April 28, 1964. (DK)

ED 024 485 MF - $0.25, HC - $2.25

A STUDY OF SOUTHERN ARIZONA SCHOOL-AGE INDIAN CHILDREN, 1966-1967.
Kelly, William H., University of Arizona, Bureau of Ethnic Research, Tucson, 1967, 43p.

The purpose of this study was to generate hypotheses which could feasible be studied through the use of a data bank on Indian children. The study also produced some findings concerning the educational population (ages 6 through 18) of the Papago, Pima, and Maricopa tribes. An extremely high percentage of Indian children remain in school through the eighth grade. A substantial portion of this population is behind in grade placement as measured by expected grade age, possibly because of late initial entrance into the first grade, and retention in the first three grades due to lack of facility in the English language. The dropout rate is serious with 22.3 percent of Indian students leaving school before graduation. It was concluded that before research in Indian education could be productive and useful, further identification and description of the Indian population should be made. The document contains numerous tables of statistical data relating to the study. (DK)

ED 024 486 MF - $2.50, HC - $31.00

THE NAVAJO YEARBOOK.
Young, Robert W., comp., Bureau of Indian Affairs, Washington, D.C., 1961, 618p.

The Navajo Yearbook began as an annual report to relate progress in carrying out provisions of the Navajo-Hopi Long Range Rehabilitation Act (P.L. 474--81st Congress), but the scope has been expanded to include all programs conducted on the reservation. This volume, the eighth in the series, is designed to reflect changing problems, changing programs, and overall progress toward realization of the objectives of the Act, and provides specific information with reference to the period 1959-61. Categories include those programs aimed primarily at solving economic and social problems of education, health, and welfare, and facilitating programs such as road construction. The purpose of the yearbook is to meet the need for information in consolidated form for program coordination. (JH)

ED 024 488 MF - $0.75, HC - $8.10

INDIAN TEACHER-AIDE HANDBOOK.
Steere, Caryl and others, Arizona State University, College of Education, Tempe, 1965, 160p.

Although this syllabus is one result of an eight-week program designed to train Indian aides for work on reservations, it is also written to be used by all persons who will serve as educational aides or sub-professionals.

Materials are presented to provide the aide with an understanding of child development, all facets of the curriculum, Indian cultural heritage, and community relationships. The concluding section is a compilation of ideas, tasks, and processes related to audiovisual education and communication in the classroom. (SW)

ED 024 490 MF - $0.50, HC - $3.80

NAVAJO BORDERTOWN DORMITORY PROGRAM. REPORT TO THE SENATE APPROPRIATIONS COMMITTEE BY THE COMMISSIONER OF INDIAN AFFAIRS.
Bureau of Indian Affairs, Washington, D.C., 1965, 74p.

Under the Navajo Emergency Education Program, launched in 1953, dormitories were built in towns near reservations and Indian children attended public schools under contractual agreements between the schools and the Bureau of Indian Affairs (BIA). In 1964 three BIA educators were designated to conduct an investigation of the program. The following conclusions were reached: (1) bordertown schools will not provide the long range solution to the problem of providing high school education for Navajo youth; (2) the long range solution to the problem lies in the development of the reservation public school system; and (3) until the reservation public schools are able to assume their proper role, the Bureau must accept substantial responsibility for providing a high school education for Navajo youth. (SW)

ED 024 491 MF - $0.75, HC - $8.80

DOORWAY TOWARD THE LIGHT, THE STORY OF THE SPECIAL NAVAJO EDUCATION PROGRAM.
Coombs, L. Madison, Bureau of Indian Affairs, Washington, D.C., 1962, 174p.

The development of the Special Navajo Education Program is described beginning with its origin in 1946. Included is: a brief review of the history, economy, and culture of the Navajo people; a description of the development of the program during the initial two or three years, during which time the program was expanded from 1 school with 290 pupils to 7 schools in 6 states with a total enrollment of 1,650 pupils; a discussion of changes and additions made in the curriculum over the years of the program; a description of the 1950 opening and subsequent operation of the Intermountain School in Utah; and a report of the work experience of the 3,362 pupils graduated from the program between 1951 and 1959. This document is also available for $1.80 from Publications Service, Haskell Institute, Lawrence, Kansas 66044. (VM)

ED 024 495 MF - $0.25, HC - $2.45

PROJECT AWARENESS, UNIVERSITY-AMERICAN INDIAN EDUCATIONAL ENRICHMENT AND VOCATIONAL MOTIVATION PROGRAM. ANNUAL REPORT.
Paskewitz, Daniel and Stark, Matthew, University of Minnesota, St. Paul, 1967, 47p.

Fifteen University of Minnesota volunteers spent the summer of 1967 working with Chippewa Indian youngsters, grades 1-12, on the White Earth Reservation in northern Minnesota. This fifth annual report contains overviews of the four previous summer programs, descriptions of volunteer training procedures, enrichment and vocational motivation activities, attendance figures relative to the various activities, and proposed activities for the continuation of the program in 1968. Also included are references and lists of materials used throughout the program. (DK)

ED 024 497 NOT AVAILABLE FROM EDRS

NAVAJO EDUCATION AT ROUGH ROCK.
Johnson, Broderick H., Rough Rock Demonstration School, Chinle, Arizona, 1968, 216p.

The Rough Rock Demonstration School as established in Arizona in 1966 is an experiment in Navajo education. Characteristic of the program is a high level of parental and total community involvement. The school board is composed entirely of Navajos who have had very little formal education. Instruction in both the Navaho and English languages is provided. Preservation of the Navajo culture is emphasized through training arts and crafts characteristic of the Navajo people. Decisions and activities of the first six months' operations are included along with official policies of the school. This document is available for $2.50 from Rough Rock Demonstration School, Rough Rock Rural Branch, Chinle, Arizona 86503. (JH)

ED 024 498 NOT AVAILABLE FROM EDRS

ORAL ENGLISH AT ROUGH ROCK; A NEW PROGRAM FOR NAVAJO CHILDREN.

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Hoffman, Virginia, Rough Rock Demonstration School,
Chinle, Arizona, 1968, 57p.

Rough Rock Demonstration School is directed by local Navajo Indians who are (1) attempting to present both Navajo and American cultures, and (2) concentrating on teaching English as a second language. This illustrated document describes a program developed at Rough Rock which emphasizes oral expression with the use of dramatic dialog. Descriptions and examples are given of materials designed for elementary students at the primary level. This document is available from the Navajo Curriculum Center, Rough Rock Demonstration School, Rough Rock Rural Branch, Chinle, Arizona 86503. (DK)

ED 024 500 MF - $0.25, HC - $0.65

THE AMERICAN INDIAN, A MESSAGE RELATING TO THE PROBLEMS OF THE AMERICAN INDIANS.
Johnson, Lyndon B., Office of the President,
Washington, D.C., 1968, 11p.

The 1948 Arkansas School District Reorganization Act was passed in an effort to reduce the 1589 small school districts to a smaller number. Those districts not consolidated would form county districts. As of the 1967-68 school year, 26 of these county districts remained. The purpose of this study was to provide information drawing attention to the situation existing in these districts. In an effort to initiate improvement of schools in these areas, the study examined the districts in terms of rurality, settlement patterns, spatial accessibility, financial resources and expenditures, quality of school operation, and school performance in terms of the extent to which school-age population enroll in and continue through high school. Comparisons were drawn between the county districts and existing independent school districts within the same county. Since the county districts were small, many of the problems encountered were similar to those experienced by small independent school districts. It was concluded that although consolidation of county with independent districts would not solve all problems of county districts, advantages of student and community participation would outweigh the disadvantages. (DK)

ED 024 501 MF - $0.25, HC - $0.90

QUALITY EDUCATION FOR AMERICAN INDIANS. A REPORT ON ORGANIZATIONAL LOCATION.

Vaughan, Robert E. and others, Senate Committee
on Labor and Public Welfare, Washington, D.C.,
1967, 16p.

At the request of the Senate Subcommittee on Education an inquiry was conducted as a joint effort of the Department of Interior and the Department of Health, Education, and Welfare to determine whether responsibility for Indian education should continue to reside with the Bureau of Indian Affairs or be transferred to the Office of Education. The conclusions indicated that the educational function should remain with the Bureau of Indian Affairs, but with the close cooperation of the Office of Education to ensure the upgrading of existing educational programs. (DK)

ED 024 505 MF - $1.00, HC - $11.75

THE SIOUX ON THE RESERVATIONS: THE AMERICAN
COLONIAL PROBLEM.
Hagen, E. E. and Schaw, Louis C., Massachusetts
Institute of Technology, Center for International
Studies, Cambridge, 1960, 233p.

A study conducted by the Massachusetts Institute of Technology examined problems surrounding the socioeconomic and cultural status of the Sioux on the Pine Ridge and Rosebud Indian reservations. Study of economic status revealed the similarity of Indian problems to those faced by emerging underdeveloped colonial or excolonial peoples around the world. The study deals with the effects of the Bureau of Indian Affairs program to resettle the Indians in urban environments, and the projected effects on the reservation populations. Problems are examined from a historical-psychological perspective, and the study casts light on many of the problems concerning Indian relations with the Bureau of Indian Affairs. The authors indicate that while the study deals exclusively with the Sioux, many of the problems discussed have a direct relevance to Indians of other tribes. (DK)

ED 024 508 MF - $1.00, HC - $12.85

THE INDIAN CHILD GOES TO SCHOOL, A STUDY OF INTER-
RACIAL DIFFERENCES.
Coombs, L. Madison and others, Bureau of Indian
Affairs, Washington, D.C., 1958, 255p.

An education evaluation program was begun in 1950: (1) to compare school achievement of Indian and white children in small, rural schools, grades 4 through 12, and (2) to establish a predictive testing program to aid in meeting the requirements of granting educational loans to Indian pupils. By 1955, California Achievement Tests had been administered to 23,608 pupils (58 percent of whom were Indian) attending Federal, public, and mission schools in 11 States. Results were compared by administrative areas of the BIA, by race-school groups, and by skill achievement. The results indicated that, in general, Indian pupils did not achieve as well as white pupils. The second activity of the program was the development of a battery of 5 tests, which by 1955 had been administered to 2,221 Indian college and business school applicants. Test results and performance data from the validation subjects were used to construct pass-fail expectancy tables for use in predicting college and business school performance. This document is also available for $1.20 from Publications Service, Haskell Institute, Lawrence, Kansas 66044. (JAM)

ED 024 510 NOT AVAILABLE FROM EDRS

FORMAL EDUCATION AND CULTURE CHANGE, A MODERN APACHE INDIAN COMMUNITY AND GOVERNMENT EDUCATION PROGRAMS.
Parmee, Edward A., 1968, 144p.

The study critically examines conditions on the San Carlos Apache Reservation that have resulted from outside manipulation done without regard for the traditional heritage of the Apaches or without provision of training for the Apaches in understanding and facilitating change. The effects of educational experiences available to the Apaches are studied, and an attempt is made to determine the factors contributing to the relative lack of Indian participation in formal educational opportunities. It is concluded that until a stable economy is secured on the reservation, the San Carlos Apaches will continue to be reluctant to take advantage of educational opportunities or to enter into responsible community life. This document is available for $5.00 from the University of Arizona Press, P.O. Box 3398, College Station, Tucson, Arizona 85700. (DK)

ED 024 516 MF - $0.25, HC - $0.80

TRIBAL IDENTITY IN NATURAL GROUPS OF INDIAN BOYS.

Pace, Dorothy and David, Loren, 1968, 14p.

The purpose of this preliminary study was to identify small informal groups of teenage American Indian boys at a Bureau of Indian Affairs boarding school, in order to help determine if the school's declared objective of cultural integration were being met. The sociometric instrument chosen was disguised as a civil defense planning questionnaire and administered to 350 Indian high school boys living in 1 dormitory. Results indicated a possible inverse relationship between degree of acculturation and tribal identity, as manifested by intragroup associations. A tentative conclusion was that there might be an indirect relationship between acculturation (as measured by the degree of intertribal friendship choices) and geographical isolation of the students' homes. The appendix in the document contains the Disaster Emergency Planning Questionnaire. This paper was presented to the Southwest Psychological Association, New Orleans, Louisiana, 1968. (JAM)

ED 024 518 NOT AVAILABLE FROM EDRS

THE INDIANS OF NEW MEXICO: APACHE, NAVAJO, PUEBLO, UTE.
Ferris, Robert G., ed., Museum of New Mexico, Santa Fe, 1963, 34p.

Brief descriptions of American Indians inhabiting New Mexico give current and historical information on geographical location, population, language, cultural background, and income sources. Eighteen pueblo communities and four Federal Indian reservations are discussed. This document is available for $1.00 from the Museum of New Mexico Press, P.O. Box 2087, Santa Fe, New Mexico 87501. (JH)

ED 024 653 MF - $1.25, HC - $15.80

"ETHNO-PEDAGOGY": A MANUAL IN CULTURAL SENSITIVITY, WITH TECHNIQUES FOR IMPROVING CROSS-CULTURAL TEACHING BY FITTING ETHNIC PATTERNS. SECOND EDITION.
Burger, Henry G., Southwestern Cooperative Educational Laboratory, Albuquerque, New Mexico, 1968, 314p.

This manual attempts to "present the basic information that the teacher-leader must know for an inter-ethnic classroom." It is the author's thesis that "the most urgent of all educational challenges is not curriculum or instruction. It is the challenge of changing sociocultural relations, while simultaneously improving curriculum and instruction." Therefore, those differences in cultural values which affect education are emphasized. Chapters 1-9 present a theory of educational anthropology as it may be applied to cultures found in the United States. Chapters 10-24 present educational anthropology as an applied science, consider ethnic variables (domains of cognition versus affect versus psychomation, communication, timing, space, social organization, ethnics and causality), delimit educational problems caused by ethnic differences, discuss cross-cultural adaptation of the elements of education, and examine educational variables (sociological environment, teaching method, curricular subjects, and subject examples). Chapters 25-31 consist of sample applications of educational anthropology to six Southwestern cultures (Mexican-American, Negro, American Indian, Navajo, Pueblo, and Yankee). A summary, a 161-item bibliography, and an index comprise the remaining three chapters. (SG)

ED 025 338 MF - $2.50, HC - $32.15

PUBLIC EDUCATION ON A MINNESOTA CHIPPEWA RESERVATION. VOLUMES 1-6. FINAL REPORT.
Harkins, Arthur M., University of Kansas, Lawrence, 1968, 641p.

The 6 volumes contain the results of the Blue Pine Chippewa study, including historical, cultural, social, and educational aspects of the region. Analyses and comparisons are made on bases of age, residential area, marital status, degree of Indian blood, income, education, available transportation, religious choice, veteran status, and race. Educational attitudes of teachers, students, parents, and the community are surveyed. Results of test batteries in reading, mathematics, abstract reasoning, spacial relationships, and mechanical ability are presented in tabular form, along with an extensive bibliography of Indian Education. (DA)

ED 025 345 NOT AVAILABLE FROM EDRS

INDIAN EDUCATION IN NEW MEXICO.
Smith, Anne M. University of New Mexico, Division of Government Research, Albuquerque, 1968, 62p.

The percentage of Indian children in New Mexico public schools is increasing, but dropout rates remain high and a low level of academic achievement by Indian children persists. An effort should be made to increase Johnson-O'Malley funds for Indian students, and more detailed accounting procedures should be required to ensure that there funds are used exclusively for Indian children. Schools of Education should include courses in linguisitics to prepare teachers to teach English as a second language. Indian education must be based on a philosophy that respects and recognizes cultural differences. This document is available for $0.50 as Pub. No. 77 from the Division of Research, Department of Political Science, University of New Mexico, Albuquerque, New Mexico 87106. (JH)

ED 025 346 MF - $0.50, HC - $3.15

THE NAVAJO SOCIAL STUDIES PROJECT.
Cata, Juanita, University of New Mexico, College of Education, Albuquerque, 1968, 61p.

The philosophy undergirding a social studies program developed for the BIA by the University of New Mexico is discussed to aid the teacher in helping Navajo children view with insight their own unique culture and the cultures about them. A beginning or pre-school teaching unit ("When I Come to School") dealing with easily mastered classroom activities is designed to familiarize the student with the classroom situation. A first grade unit based upon home situations ("When I'm at Home"), which emphasizes differences between Navajo and Anglo familial structures, is also included. Eleven additional units covering grades 2 through 12 are forthcoming. (DA)

ED 025 349 NOT AVAILABLE FROM EDRS

THE INDIAN, AMERICA'S UNFINISHED BUSINESS; THE CIVILIZATION OF THE AMERICAN INDIAN SERIES, VOL. 83.
Brody, William A. and Aberle, Sophie D., comps., Commission on the Rights, Liberties and Responsibilities of the American Indian, Albuquerque, New Mexico, 1966, 236p.

Because a 1953 Congressional resolution established the policy of terminating the special relationship between American Indians and the Federal government, a review of historical information on this relationship is in order so that recommendations can be made with respect to the termination of services, funds, and authority. Termination should occur only after adequate information is available and solutions have been found to existing problems of health, education, economy, and government. The Indian must be motivated to participate in solving his own problems, and he should have the right to determine his own form of government. Tribal judicial systems should be integrated with state systems. The Bureau of Indian Affairs should make experts in economic planning available to Indian tribes, as its function should be to counsel and assist, not to control or regiment. The power of the Secretary of the Interior should be reduced to allow tribes to operate to the full extent of their abilities. Tribes should assume greater responsibility for health and sanitation. School personnel should have special training in dealing with Indian children, and adult education programs must be expanded and strengthened. This document is available for $5.95 from the University of Oklahoma Press, Norman, Oklahoma 73069. (JH)

ED 025 353 MF - $0.25, HC - $2.70

ANSWERS TO YOUR QUESTIONS ABOUT AMERICAN INDIANS.
Bureau of Indian Affairs, Washington, D.C., 1968,
52p.

Many of the frequent questions which arise concerning the relationship between Indians and the Federal Government are answered in this document. These questions and answers, in general, relate to Indians with whom the Federal government still retains a special relationship. Questions and answers pertain to the following areas: (1) the Indian people, (2) the legal status of Indians, (3) the Bureau of Indian Affairs, (4) Indian lands, (5) the economic status of Indians, (6) Indian education, (7) law and order on reservations, and (8) Indian health. Lists of selected readings, Indian publications, and Indian museums conclude the document. This document is also available for $0.25 from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. (SW)

ED 025 362 MF - $0.75, HC - $9.20

CLASSROOM STRATEGIES: CLASSROOM MANAGEMENT
SYSTEMS. VOLUME 3.
Speiss, Madeleine F. and others, Southwestern Cooperative Educational Laboratory, Albuquerque, New
Mexico, 1968, 182p.

Classroom management is defined as procedures for arranging the classroom environment so that children learn what the teacher wants to teach them in the healthiest and most effective way possible. The Southwestern Cooperative Educational Laboratory presents a discussion of these procedures as they relate to social controls and components of learning theories (motivation, cue, response, and reinforcement within the classroom). Three studies of applications of reinforcement are reported which indicate the relation of this component to classroom management. The document also contains an example of classroom management, outlines of common learning theories, and a chart contrasting the various positions of the theorists. (DK)

ED 025 364 MF - $0.25, HC - $1.80

CLASSROOM STRATEGIES: CULTURE AND LEARNING STYLES. VOLUME I.
Garber, Malcolm, Southwestern Cooperative Educational Laboratory, Albuquerque, New Mexico. 1968, 34p.

A research project carried out by the Southwestern Cooperative Educational Laboratory attempted to define and describe characteristic learning styles and related environmental factors of children of 2 minority groups in the Southwest. Students of Spanish American and Indian descent were subjected to specific tests, and comparative analyses were performed on the results. General trends were discovered favoring the performance of one group over other groups on a variety of psychometric instruments. While rural Spanish American children were more adept at using auditory channels of communication, American Indian groups showed unexpected strength in handling information through visual channels. A high degree of predictive ability was associated with the results on the psychometric instruments and the specific minority groups. The implications for curriculum development and teaching styles for these groups were manifold and it was felt that great need existed for further developments and investigations in this area. (DK)

ED 025 748 MF - $0.25, HC - $0.35

TEACHING ENGLISH TO THE INDIAN OF THE PLAINS AND THE NORTHWEST.
Miller, Mary Rita, TESOL Quarterly, vol. 2, no. 3, September 1968, 5p.

The 36 teacher-participants at the 1967 NDEA Summer Institute in English for speakers of other languages, held at the University of Montana, came from public, private, and Bureau of Indian Affairs schools in eight Western states. Their pupils represented 16 Indian tribes, ranging from Navajo, where many children come to school knowing no English, to Salish and Kutenai, where most beginning school children speak English. Estimated enrollment of these schools ranged from 25 percent to 100 percent Indian. In addition to estimating the attendance, the participants were asked to categorize their students according to whether they spoke (1) standard English, (2) nonstandard English, (3) little or no English, or (4) standard English, but with limited vocabulary due to socioeconomic conditions. Categorization was difficult for some teachers because of their standards of oral speech and "degree of teacher permissiveness," as well as the fact that many teachers were quite unaware of the speech of their students. Figures arrived at from the teachers' evaluations tend to suggest "the lamentable conclusion that many children who attend our schools to learn English only succeed in learning a nonstandard variety, or in preserving it if they arrive speaking nonstandard English." This document is also available for $1.50 from TESOL, School of Languages and Linguistics, Georgetown University, Washington, D.C. 20007. (AMM)

ED 026 164 MF - $0.75, HC - $8.90

THE AMERICAN INDIAN HIGH SCHOOL DROPOUT: THE MAGNITUDE OF THE PROBLEM.

Selinger, Alphonse D., Northwest Regional Educational Laboratory, Portland, Oregon, 1968, 176p.

The magnitude of the dropout problem among Indians was illustrated by a study which followed students registered in grade 8 as of November 1962 through June 196[illegible]. Statistics were gathered by area, state, type of school, tribal group, and majority-minority position of Indian students in the 6-state area of Oregon, Washington, Idaho, Montana, South Dakota, and North Dakota. Related research dealing with Indian dropouts was used as a framework for the data and as a basis for comparison. No attempt was made to interpret the findings of the study since the primary aim was to provide a base for future research into the extent of the problem of American Indian high school dropouts. (DA)

ED 026 165 MF - $0.50, HC - $6.25

THE AMERICAN INDIAN GRADUATE: AFTER HIGH SCHOOL, WHAT?

Selinger, Alphonse D., Northwest Regional Educational Laboratory, Portland, Oregon, 1968, 123p.

American Indian students who graduated from high schools in 6 states in 1962 were located to determine experience patterns in the first 6 post high school years. Interviews were conducted with 287 graduates in 13 states. About 70 percent entered post high school academic or training programs which approximately one half completed. Employment was frequently unrelated to training. One half of those interviewed were working for pay or profit, while keeping house and unpaid family jobs were the next highest categories of work. Family size and position in family had some relation to continuance of formal education for females. Education of fathers apparently had no significant effect, but gainful employment of mothers related positively to graduates' post high school plans. The majority of the graduates did not speak an Indian language. Those who participated in school activities tended to enter post-secondary education programs. Many were dissatisfied with their present jobs and felt the need for further education. Indications were that information made available on post high school opportunities was inadequate. Study results suggested that Indians should have direct involvement in the initiation, planning, and execution of educational programs designed to aid in their own development. The questionnaire and interview guide used in the study are appended. (JH)

ED 026 179 MF - $0.25, HC - $0.80

EDUCATION FROM WITHIN, AN EXPERIMENT IN CURRICULUM DEVELOPMENT WITH CHILDREN OF INDIAN BACKGROUND IN SASKATCHEWAN.
Renaud, Andre, 1964, 14p.

A current experiment in curriculum development for Indian children in the Canadian province of Saskatchewan examines educational objectives in terms of the characteristics of 20th-Century society. Dissimilarities of Indian communities and the cultural background of Indian children in relation to the traits of non-Indian society point out the problem of bridging the gap between them. The main understandings and working principles of the experiment are: (1) anthropological description of the total educational process and definition of the objectives; (2) insertion of Indian cultural traits into everyday curriculum and special attention to specific gaps in the home background; (3) reinterpretation, extension, and expansion of the Indian child's experience; (4) functional learning of skills, such as the English language; and (5) selection of content to foster community educational growth. This paper was presented at the Ontario Conference on Indian Affairs, November 1964, London, Ontario, Canada. (SW)

ED 026 180 MF - $0.50, HC - $5.60

BIBLIOGRAPHY ON MATERIALS IN THE FIELD OF INDIAN EDUCATION (TITLE SUPPLIED).
Selby, Suzanne R., comp., University of Saskatchewan, Institute for Northern Studies, Saskatoon, Canada, 1968, 110p.

One hundred and five books, articles and pamphlets published between 1956 and 1968 comprise this comprehensively annotated bibliography prepared for teachers and students interested in the education of children of Indian and Eskimo ancestry. The major portion of the bibliography deals with Indian education. To further an understanding of cultural differences, materials concerning anthropology, economic and community development, teaching English as a second language, and culture change have also been included. The appendix contains a listing of other bibliographies, journals, and research centers dealing with Indian and Eskimo education. (DK)

ED 026 182 MF - $0.25, HC - $1.15

EDUCATING APACHE INDIAN CHILDREN IN A PUBLIC SCHOOL SYSTEM. FINAL REPORT OF THE FORT THOMAS DIVERSE CAPACITY PROJECT.
Silvaroli, Nicholas and Zuchowski, John M., Arizona Western States Small Schools Project, Phoenix, 1968, 21p.

Apache students comprised approximately 85 percent of the total enrollment of the Fort Thomas, Arizona school system. The goals of the 1965-68 Diverse Capacity Project conducted in the school system were (1) to understand cultural differences between Indians and Anglos, (2) to identify the problems of Indians in an Anglo-oriented school, (3) to modify the traditionally oriented textbook curriculum, and (4) to establish a satisfactory instructional organization to meet the needs of both children and teachers in the rural school setting. Teaching techniques such as a directed reading activity, a unit approach, and a non-grading level organization were employed. The results were later evaluated with the use of achievement tests, which showed that Anglo achievement was significantly superior to Indian achievement.

Some conclusions were: (1) teachers of non-achievers are more inclined to find fault with the instructional program than with the children; (2) schools must involve all teachers in curriculum planning and selection; and (3) instructional programs must have greater priority over organizational plans. Achievement and attendance data are included. (CM)

ED 026 195 MF - $0.25, HC - $2.25

THE AMERICAN INDIAN HIGH SCHOOL DROPOUT IN THE SOUTHWEST.
Owens, Charles S. and Bass, Willard P., Southwestern Cooperative Educational Laboratory, Albuquerque, New Mexico, 1969, 43p.

American Indian students who were enrolled in the eighth grade in the 1962-63 school year in a six-state area of the Southwest were studied through 1967 to determine the percentages of high school dropouts and graduates from public, private, and Bureau of Indian Affiars schools. Of the sample of 1217, dropout levels were not identified for 9 students. The overall dropout rate was 38.7 with no significant difference between sexes. Individual dropout rates were determined by sex for the 6 different states and for different Indian tribes having 25 or more students in the study. (JH)

ED 026 197 NOT AVAILABLE FROM EDRS

THE INDIANS AND METIS OF NORTHERN SASKATCHEWAN. A REPORT ON ECONOMIC AND SOCIAL DEVELOPMENT.
Buckley, Helen and others, Canadian Centre for Community Studies, Saskatoon, Canada, 1963, 121p.

A 1960-63 research project surveyed cultural, social, and economic backgrounds of the primarily Metis and Treaty Indian populations of northern Saskatchewan, Canada. Data were obtained through interviews and consultations with people living and working in the North; published and unpublished government reports and documents were also utilized. After examining governmental policies and their effects, and overall economic prospects for the region, a developmental plan was proposed which emphasized the need for (1) new skills and resources, (2) help for existing industries, and (3) the reorganization of all educational opportunities, especially adult and vocational training. Projected estimates of cost benefits involved larger than usual budgets for the North. If, however, there were no new programs forthcoming within the next 5 years, welfare costs would likely double. Appendices contain population data, program requirements, and a description of the proposed Northern development plan. This document is available for $1.00 from the Centre for Community Studies, Saskatoon, Saskatchewan, Canada. (BR)

ED 026 545 MF - $0.75, HC - $8.90

THE EDUCATION OF THE AMERICAN INDIANS, A SURVEY OF THE LITERATURE.
Berry, Brewton, Ohio State University, Columbus, 1968, 176p.

A review of the historical components of American Indian education (including missions, institutional histories, and tribal histories) was followed by an effort to identify in the literature specific problem areas accounting for the apparent failure of formal education systems imposed on Indians. Specific causal relationships for this failure were investigated: (1) the measurement of the intelligence of Indians; (2) the impact of teachers and parents on the educational environment; (3) the effects of cultural deprivation; (4) cultural and language barriers; (5) the school environment; and (6) the Indian's self-concept. The study was completed by a review of information on the Indian college student. An extensive bibliography is included. (JM)

ED 027 101 NOT AVAILABLE FROM EDRS

THE ALBUQUERQUE NAVAJOS. ANTHROPOLOGICAL PAPERS OF THE UNIVERSITY OF ARIZONA, NUMBER 11.
Hodge, William H., 1969, 86p.

A study of 275 Navajos living in Albuquerque, New Mexico, showed that these individuals could be divided into 8 major cultural orientation groups: (1) permanent-resident; (2) Anglo-modified; and (3) traditional. It was found that few Navajos wanted to live permanently in the metropolitan area. For the Anglo-modified Navajos, a desirable and necessary style of existence consisted of maximum utilization of Anglo technology in a transitional reservation setting, however traditional Navajos desired a much lower level of Anglo technology. It was found that both traditional and Anglo-modified Navajos wished to escape the city's rapid pace, impersonal relationships, and competitiveness; permanent-resident Navajos in Albuquerque as in other cities did not form a cohesive group, but constituted an aggregate of migrants having little or nothing to do with one another. Suggestions for future research included examination of the various niches Navajos occupy in cities and investigation of forces operating between reservations and urban communities. This document is available for $4.00 as number APUA-11 from the University of Arizona Press, Tucson, Arizona 85621. (DA)

ED 027 102 MF - $0.25, HC - $1.75

INDIAN EDUCATION. ANNUAL REPORT, 1967-1968.
Lindemuth, Robert G., Washington State Office of Public Instruction, Olympia, 1968, 33p.

The annual report on the Indian Education Program of the State of Washington provides a breakdown of the distribution of Johnson-O'Malley funds to the various districts for the fiscal year 1968, and a summary of expenditures during the 1967-68 school year. Several programs have been undertaken in attempts to meet the needs of Indian students. Among these are counseling and home visitation programs which stress contact with the home in an effort to retain students in school; lunch and breakfast programs which provide free or reduced-price meals; and categorical aid to meet special needs of Indian children. Another plan is to provide sensitivity training for teachers and teachers' aides with emphasis on providing opportunities for Indian children to take pride in their culture and background and to develop in a well-adjusted manner. The recommendations for providing equal opportunities for Indian children include (1) increasing communication between Indians and whites at all levels, (2) recognizing and teaching the Indians' cultural background, (3) developing the Indian reservations economically, (4) intensifying preschool training programs in order to attack the principal learning obstacles, and (5) sponsoring more research on Indian education. Tables and illustrations are included in the report. (CM)

ED 027 108 MF - $0.75, HC - $7.20

INDIAN AMERICANS IN CHICAGO.
Woods, Richard G. and Harkins, Arthur M., University of Minnesota, Training Center for Community Programs, Minneapolis, 1968, 142p.

The location, funding, organization, goals, and activities of the St. Augustine's Center for American Indians are described in an attempt to focus attention on the problems of urban Indians. Services provided by the Center in the areas of social and psychiatric casework, medical and legal aid, and subsistence requirements are discussed. Characteristics of clients requesting services from the Center during 1967 are presented concerning such factors as health, education, mobility, employment, and family. Apparent relationships are noted between alcoholism and increased education or marriage of Indians to non-Indians. A discussion of the role of Indian Centers in acculturation of urban Indians and in collection of data for research purposes is included. (JH)

ED 027 123 MF - $0.25, HC - $1.55

ASSESSING THE INTELLECTUAL ABILITY OF INDIAN AND METIS PUPILS AT FT. SIMPSON, N.W.T.
MacArthur, R.S., Canadian Department of Northern Affairs and National Resources, Ottawa (Ontario), 1962, 29p.

The study assessed the general intellectual ability of Indian and Metis pupils of the Northwest Territory (N.W.T.), Canada. While minimizing cultural bias, an attempt was made to identify economical tests for this cultural group which would demonstrate (1) minimal loading on verbal and other culture-bound factors, (2) moderate relationship to school achievement, and (3) relative insensitivity to age. The sample for this study consisted of 239 Indians or Metis of both sexes attending school in Grades 1 to 9 at Ft. Simpson, N.W.T. It was found that the Progressive Matrices Test and the Safran Culture-Reduced Intelligence Test best met the criteria established for culture-reduced measures of intellectual potential; however, it was concluded that the production of norms appropriate to the Indian-Metis would be essential before putting these tests into general use. (JM)

ED 027 981 MF - $0.25, HC - $2.45

NEW HORIZONS FOR INDIAN EDUCATION. ANNUAL AMERICAN INDIAN EDUCATION CONFERENCE (9TH, ARIZONA STATE UNIVERSITY, MARCH 22-23, 1968).
Bureau of Educational Research and Services, Arizona State University, Tempe, 1968, 47p.

Innovative programs have been undertaken at several reservation schools to meet the special needs of Indian students. Often, however, the cultural background of the student is neglected, and he is forced to adapt to an alien school system. This creates an especially difficult problem set for the student with a poor grasp of the English language. Suggestions resulting from the conference for alleviating these problems include adoption of texts stressing Indian culture, increased involvement of Indian parents in school functions, full participation by rural schools in available state and Federal programs, and increased emphasis by colleges and universities on Indian culture in teacher preparation courses. (DA)

ED 027 985 MF - $0.50, HC - $3.35

PSYCHO-SOCIAL ADJUSTMENT IN AN INDIAN BOARDING
SCHOOL, SEPTEMBER 1, 1963 - AUGUST 31, 1964.
PROGRESS REPORT.
New Mexico Highlands University, Las Vegas, 1964,
65p.

The procedures and setting for the establishment of a psycho-social adjustment program in the Bureau of Indian Affairs Albuquerque Indian School are described. Particular attention is given to the formal organization of the school and to other agencies having functional relationships with the school, since these factors and the physical location of the agencies seem to greatly affect the cooperation and communication between them. A major portion of the report presents a narrative account of the introduction of the project into the school and summarizes the major activities of the project team during the first year. Preliminary analyses of the types of mental health problems observed are offered to give some indication of the possible outcomes of the project and to create some impression of the type of information which is gradually accumulating. The appendices present sample case studies of a student's social history and a family interview. A related document is RC 003 321. (DK)

ED 027 988 NOT AVAILABLE FROM EDRS

THE EDUCATION OF INDIAN CHILDREN IN CANADA. A
SYMPOSIUM WRITTEN BY MEMBERS OF INDIAN AFFAIRS
EDUCATION DIVISION, WITH COMMENTS BY THE INDIAN
PEOPLES. THE CANADIAN SUPERINTENDENT 1965.
Davey, R.F. and others, Canadian Association of
School Superintendents and Inspectors, Ottawa,
Ontario, 1965, 143p.

Members of the Canadian Association of School Superintendents and Inspectors have contributed articles delineating the progress of Indian education in Canada and emphasizing the accomplishments of Indian children in both Federal and provincial schools. Topics presented include the history of the development of financial and administrative structures and the role of religious groups, teaching staff, enrollment, and adult education programs in relation to Indian education.

Opinions of individual Indians on educational services provided by the Federal Government are expressed as comments at the conclusion of each article. This document is available from the Ryerson Press, 299 Queen Street West, Toronto 2B, Ontario, Canada. (JH)

ED 027 989 MF - $1.00, HC - $10.60

INDIAN RESIDENTIAL SCHOOLS. A RESEARCH STUDY OF THE CHILD CARE PROGRAMS OF NINE RESIDENTIAL SCHOOLS IN SASKATCHEWAN.
French, Doris, Canadian Welfare Council, Ottawa, Ontario, 1967, 210p.

The Department of Indian Affairs and Northern Development commissioned this study by the Canadian Welfare Council to examine child care programs in residential schools relative to their effect on the adaptation (present and projected) and adjustment of Indian students. Specific research variables were: (1) the institution, which was subdivided into factors or physical conditions, methods of discipline, program, and administration; (2) adaptation, with regard to the dominant culture and the reservation Indian culture; and (3) adjustment, measured in terms of attitudes and aspirations. The sample was selected from Indian children in grades 5 to 12 in the 9 residential schools in Saskatchewan. It was found that (1) admissions procedures throughout the schools were far from standardized, (2) the personal adjustment of the Indian children was below normal, (3) the schools uniformly failed to meet the individual needs of the students, (4) the schools have become isolated from the reservations they serve, (5) there existed no systematic evaluation of the over-all program of the residential schools, and (6) there was a definite need for a manual of personnel policies and practices. Extensive recommendations are included. This document is also available for $2.75 from the Canadian Welfare Council, 55 Parkdale Avenue, Ottawa 3, Ontario, Canada. (JM)

ED 027 996 MF - $0.25, HC - $1.10

THE TEACHER AIDE PROGRAM.
Thomas, Hadley A., Tuba City Elementary School, Arizona, 1968, 20p.

The Tuba City Elementary School, located in a Bureau of Indian Affairs Sub-agency Headquarters on the Navajo Reservation in Arizona, has conducted a teacher aide program since August 1965. Specific teacher aide duties have been developed for routine record-keeping, small group and individual instruction, and supervisory activities. Teacher aides are used in ungraded primary grades, in intermediate grades, and to assist nurses, librarians, and home visitation officers. The aides are trained in operation of equipment, reporting procedures, and classroom operations through inservice training programs. Three aides attended a summer institute for teacher aides at Northern Arizona University for undergraduate credit. Seniors in high school who wish to become teacher aides upon graduation may participate in a 28-week training program during which time they receive $1.25 an hour.

ED 028 003 MF - $0.25, HC - $1.00

A PROPOSED SUPPLEMENTAL READING PROGRAM FOR RESERVATION INDIAN CHILDREN IN ELEMENTARY SCHOOLS OF NORTHERN ARIZONA.
Groesbeck, Hulda, Northern Arizona Supplementary Education Center, Flagstaff, 1968, 18p.

The proposed supplemental reading program (separate from the basic reading program) is designed to assist the Indian child to master basic reading skills early. Materials should be selected which relate to concepts and things with which the Indian child can identify, thus expanding his world and views gradually. Supplemental reading sessions should be scheduled so that children will have freedom to read, independently or in small unstructured groups, stories of their own selection. The teacher's role should be primarily that of supervisor of activities and consultant to individuals. An outline of recommended activities and procedures for a two-week series of classes and criteria for selection of reading materials are presented in this monograph (which is funded under Title III of the Elementary and Secondary Education Act). (JH)

ED 028 006 MF - $0.25, HC - $0.70

PSYCHO-SOCIAL ADJUSTMENT IN AN INDIAN BOARDING SCHOOL, SEPTEMBER 1, 1964 - AUGUST 31, 1965. PROGRESS REPORT.
Greene, Joel E., New Mexico Highlands University, Las Vegas, 1965, 12p.

The present short narrative report is a sequel to the more extensive introductory progress report of 1963-1964 (RC 003 073). Emphasis is placed on the increased number of case referrals and on better communication channels evidenced within the program. The inservice program with the dormitory counselors is shown to have been successful but greatly dependent on the personnel involved. Evaluation and research efforts are indicated and explanations of further efforts in this area are reported. (DK)

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ED 011 219
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